

2013-2014 SCHOOL IMPROVEMENT PLAN

St. Andrew School
3001 W 15TH ST
Panama City, FL 32401
850-767-4595

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center Yes	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

St. Andrew School

Principal

Patricia Weber

School Advisory Council chair

Tonya Moyes

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

Name	Title
Patricia Weber	Principal
Merlene Johansen	Administrative Assistant
Sara Chace	Curriculum Chair
John Stevens	Scheduling Chair
Tonya Moyes	School Advisory Council Chair
Cynthia Trufant	Textbook Chair
Karen Willis-Mathis	K-1 Grade Group Chair
Cassandra Hair	2-3 Grade Group Chair
Janet McKenzie	4-5 Grade Group Chair
Lisa Rubinstein	Guidance Counselor

District-Level Information

District

Bay

Superintendent

Mr. William V Husfelt

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

School Advisory Council will consist of parents, community members, administration, curriculum chair person, textbook chair person, paraeducator representatives, and school improvement chair person.

Involvement of the SAC in the development of the SIP

The School Improvement Plan is reviewed at each SAC meeting. Progress toward goals and problems reaching those goals are reviewed. Title I funding and the integration of this funding towards meeting School Improvement Plan goals are discussed and voted upon.

Activities of the SAC for the upcoming school year

SAC will meet at least four times this the year including once during the summer.

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

School Improvement funds will be used in direct support of basic academic instruction and Professional Development that enhances the skills of the instructional staff in those subject areas.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Patricia Weber

Principal

Years as Administrator: 18

Years at Current School: 9

Credentials

Bachelor of Science Degree in Education
 Masters Degree in Counseling and Human Services
 Early Childhood Education (nursery-K)
 Elementary Education (grades 1-6)
 Emotionally Handicapped (grades k-12)
 School Principal (all levels)
 Specific Learning Disabilities (grades k-12)

Performance Record

Merlene Johansen

Asst Principal

Years as Administrator: 3

Years at Current School: 26

Credentials

Educational Media Specialist (prek-grade 12)
 Emotionally Handicapped (grades k-12)
 English to Speakers of Other Languages Endorsement
 History (grades 6-12)
 Social Science (grades 5-9)
 Sociology (grades 6-12)
 Middle Grade Endorsement

Performance Record

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sallie Daniels

Part-time / District-based

Years as Coach: 10

Years at Current School: 6

Areas

Reading/Literacy

Credentials

Bachelor's Degree in Elementary Education
 Masters Degree in Reading/Lanugage Arts
 Specialist in Educational Leadership
 Certified ESOL
 Certified Varying Exceptionalities
 Certified CRISS Trainer
 Certified Educational Consultant
 ESOL Educational Trainer

Performance Record

Highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.

Tracy Rogers		
Part-time / District-based	Years as Coach: 2	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	BS & FL certification Elementary Education 1-6 MS & FL certification Reading K-12 National Board Certification middle childhood generalist 2004-2014	
Performance Record	Highly qualified to work with faculty members at schools across the district to build their capacity with instructional and structural practices to facilitate school improvement focusing in the area of English Language Arts.	

Classroom Teachers

# of classroom teachers	23
# receiving effective rating or higher	23, 100%
# Highly Qualified Teachers	100%
# certified in-field	23, 100%
# ESOL endorsed	3, 13%
# reading endorsed	2, 9%
# with advanced degrees	10, 43%
# National Board Certified	0, 0%
# first-year teachers	1, 4%
# with 1-5 years of experience	4, 17%
# with 6-14 years of experience	8, 35%
# with 15 or more years of experience	10, 43%

Education Paraprofessionals

of paraprofessionals

25

Highly Qualified

25, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

4

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

St. Andrew keeps an up to date web site with school specific information. In addition to posting available jobs on the district website, teachers are encouraged to refer potential teachers to Administration to see if their interest and skills align with St. Andrews educational objectives.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Grade group chairs will mentor new teachers. Grade group chairs have experience in the grade level and school-wide behavior system. Mentoring activities are planned through the district. Grade groups will meet with new teachers as needed.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

We use monitoring tools (Dibels, SRA, Success Maker 6, behavior logs, pointsheets) to monitor progress towards goals. Once goals are met we continue to monitor without intervention to see if there is a need to be placed back in the program.

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

St. Andrew's MTSS team consists of a Psychologist, Speech/Language Pathologist, Resource Teacher, and Guidance Counselor. The team analyzes and interprets data to determine how to proceed in MTSS. It is a team effort.

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

Attendance, cooperation of students, implementation of interventions

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Interventions that teachers are using are researched-based. They are interventions that are approved by the district and include progress monitoring. Positive behavior supports are used school-wide and are monitored through daily pointsheets with goals individual to student needs. Differentiated instruction is used in core areas to insure students needs are being met.

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

Staff meet monthly with updates on important MTSS information. The MTSS team with meet with teachers individually as needed to assist in implementing interventions and monitoring progress.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year:

Extended School Year will be offered to all ESE students attending St. Andrew to continue behavior supports and provide academic instruction through the summer.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Behavior monitoring will continue over the summer with all students attending Extended School Year. Progress monitoring from year to year using DEA.

Who is responsible for monitoring implementation of this strategy?

Administration will be responsible for monitoring implementation of this strategy as well as teachers assigned to ESY.

Literacy Leadership Team (LLT)

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

Name	Title
Patricia Weber	Principal
Merlene Johansen	Administrative Assistant

Name	Title
Sara Chace	Curriculum Chair
John Stevens	Scheduling Chair
Tonya Moyes	School Advisory Chair
Cynthia Trufant	Textbook Chair
Karen Willis Mathis	Primary Grade Group Chair
Cassandra Hair	2-3 Grade Group Chair
Janet McKenzie	4-5 Grade Group Chair
Lisa Rubenstein	Guidance Counselor

How the school-based LLT functions

Grade groups meet monthly. Grade group chairs are on the Oversight Committee which meets once a month with administration, school improvement chair, a guidance counselor, textbook chair, curriculum chair, and scheduling chair. School Improvement chair will meet with grade group chairs as needed. Literacy Leadership Team meets monthly at Oversight Committee to analyze the effectiveness of the math, reading, writing, and science pacing guides. The team analyzes Discovery Education Assessments to determine necessary interventions.

Major initiatives of the LLT

Implementation and transition to Common Core.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

St. Andrew will use progress monitoring through DEA, SuccessMaker and common assessments. The school will participate in blitz testing in SRA reading to ensure proper placement of students in reading groups. Teachers will analyze reports and differentiate instruction for students.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

St. Andrew Pre-K students do not transition to another school setting. There is familiarity within the school and Kindergarten setting once Pre-K students transition.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	37%	18%	No	43%
American Indian				
Asian				
Black/African American	23%	8%	No	31%
Hispanic				
White	43%	25%	No	48%
English language learners				
Students with disabilities	37%	20%	No	43%
Economically disadvantaged	35%	18%	No	42%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	20%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		56%	70%
Students in lowest 25% making learning gains (FCAT 2.0)			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	[data excluded for privacy reasons]		15%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	35%	11%	No	42%
American Indian				
Asian				
Black/African American	23%	8%	No	31%
Hispanic				
White	40%	14%	No	46%
English language learners				
Students with disabilities	35%	12%	No	42%
Economically disadvantaged	34%	10%	No	41%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		20%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		60%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		15%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	0		90%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	11	7%	5%
Students who are not proficient in reading by third grade	18	12%	10%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Refer to Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Additional Targets will be used to monitor behavior based on discipline referrals.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
St. Andrew School will decrease behavior referrals by 5% (1323)	1392		

Goals Summary

- G1.** Increase students' levels of performance in all subgroup areas through differentiated instruction based on ongoing examination of data.

Goals Detail

G1. Increase students' levels of performance in all subgroup areas through differentiated instruction based on ongoing examination of data.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science - Elementary School
- STEM

Resources Available to Support the Goal

- literacy coach
- supportive administration
- instructional coaches
- professional development opportunities
- common grade level planning
- guided group instruction
- Crisis Intervention Team
- Technology
- Title 1 Parent Liaison

Targeted Barriers to Achieving the Goal

- Fidelity of implementation of instructional programs/practices

Plan to Monitor Progress Toward the Goal

Review school-wide data (SRA reading mastery tests, DEA results, Writing rubrics, FCAT)

Person or Persons Responsible

Oversight Committee

Target Dates or Schedule:

As scheduled

Evidence of Completion:

Test results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase students' levels of performance in all subgroup areas through differentiated instruction based on ongoing examination of data.

G1.B1 Fidelity of implementation of instructional programs/practices

G1.B1.S1 Provide materials and common assessments that align to Common Core

Action Step 1

Assess SRA Levels (School-wide Blitz)

Person or Persons Responsible

Principal, District Instructional Coaches

Target Dates or Schedule

Within 1st month of school

Evidence of Completion

Test Results

Action Step 2

Order SRA materials aligned to Common Core appropriate to individual needs of students based on Blitz testing.

Person or Persons Responsible

Textbook Chair, Administration

Target Dates or Schedule

As soon as possible after initial Blitz testing

Evidence of Completion

order form

Action Step 3

Distribute materials to teachers

Person or Persons Responsible

Textbook Chair

Target Dates or Schedule

As material arrives

Evidence of Completion

Teachers' lesson plans will reflect the implementation of Common Core materials.

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

Review lesson plans, conduct walk-throughs review assessment data

Person or Persons Responsible

Administration/Oversight Committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Oversight minutes

Plan to Monitor Effectiveness of G1.B1.S1

Track assessment results (DEA, writing assessments, SuccessMaker)

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

As scheduled after assessment results are available

Evidence of Completion

Oversight/Grade-group meeting minutes

G1.B1.S2 Offer professional development opportunities in all core areas

Action Step 1

Identify needs for development

Person or Persons Responsible

Administration, grade-group chairs, curriculum chair

Target Dates or Schedule

August 2013

Evidence of Completion

Survey results

Action Step 2

Teachers attend scheduled professional developments

Person or Persons Responsible

Curriculum chair

Target Dates or Schedule

as scheduled

Evidence of Completion

Sign-in sheets

Facilitator:

Participants:

Action Step 3

Implementation of practices/strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans reflect the implementation of strategies/practices from professional developments

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

Review of rubrics, walk-throughs,

Person or Persons Responsible

Administration, Curriculum Chair

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment results, walk-through checklist

Plan to Monitor Effectiveness of G1.B1.S2

Survey to teacher to address effectiveness of professional developments

Person or Persons Responsible

Curriculum Chair

Target Dates or Schedule

mid-year, end of the year

Evidence of Completion

Survey results

G1.B1.S3 Frequently held grade group meetings

Action Step 1

Schedule meetings for the school year

Person or Persons Responsible

Grade group chair

Target Dates or Schedule

August pre-school inservice

Evidence of Completion

school calendar

Action Step 2

Attend meetings with grade group teachers

Person or Persons Responsible

Teachers

Target Dates or Schedule

monthly

Evidence of Completion

meeting minutes

Action Step 3

Grade group chairs address common issues at oversight committee.

Person or Persons Responsible

administration, grade group chairs

Target Dates or Schedule

monthly

Evidence of Completion

oversight minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Administration will attend grade group meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

meeting minutes, sign-in sheets

Plan to Monitor Effectiveness of G1.B1.S3

Administration will attend meetings and provide feedback to grade group chairs

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

minutes

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1, Part A-

Title 1, 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 1 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 1, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.

Title I, Part C- Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of two and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

- Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
- Support for schools serving migrant students
- Family literacy programs, including such programs that use models developed under Even Start
- The integration of information technology into educational and related programs and
- Programs to facilitate the transition of secondary school students to post secondary education or employment

Title I, Part D

The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youth that are enrolled in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of students returning from correctional facilities, and involve collaboration with locally operated correctional facilities.

Title II

Funds from Title II, Title I Part A, Title III, and various state and local allocations are used for the following activities:

- Providing professional development activities
- Carrying out programs and activities that are designed to improve the quality of the teacher force
- Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
- Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
- Carrying out programs and activities related to exemplary teachers using demonstration classrooms.

Title III

The Title III/ESOL program provides assistance to students, parents and teachers for students whose first language is not English. Title III provides additional funding to support teacher training, English language learning software, translation/interpretation services for parents, district Parent Involvement Nights/Parent Leadership Council, supplemental classroom resources, summer tutorial materials/assistance, acculturation

field trips, and registration/travel for workshops and professional development.

Title X

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act. The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Title X, Title I Part A and various community and faith based organizations provide funding and services to identify homeless students and meet their individual needs.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. Our district has flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to

- modified curriculum
- reading instruction
- after-school instruction
- tutoring
- mentoring
- class size reduction
- extended school year
- intensive skills development in summer school and other methods to improve student achievement

Violence Prevention Programs

The District provides "Bully-Proofing Your School" curriculum to all schools. Administrators are provided initial training. Selected Middle Schools participate in the Prevention Partnership Grant, "Life Skills." Each school has submitted a School-wide Violence and Bullying Prevention Plan. There is a Safe Schools website with links to additional training modules. There is also a District webpage that addresses safe schools, anonymous reporting of bullying and other resources. Additional programs such as, but not limited to, Freedom 180 are provided by Community agencies and must be scheduled through the District Public Relations Director.

Nutrition Programs

The University of Florida's Extension office in Panama City provides nutrition programs for schools throughout the district.

Housing Programs

The Bay County Housing Rehabilitation Program is designed to restore single family, homeowner occupied, year-round residential property to meet state and local building code standards. Homes must be located in Bay County, but outside the city limits. A family's total household income determines which program can assist. All applications received are considered on a first come, first served basis. Work to be done is also based on funding limitations and the amount of funds available.

The Bay Area Housing, Inc., under the Bay County Housing Rehabilitation section, administers the program for Bay County. The mission of the Housing Rehabilitation Program is to conserve and improve the housing stocks in Bay County for moderate- to low-income home owners. With funds provided by the Michigan State Housing Development Authority (MSHDA), an applicant, depending on their income level, can obtain a 3-percent monthly repayment loan or a 0-percent deferred loan that is repaid at the time of ownership or occupancy change.

The Housing Rehabilitation Program uses H.U.D., Section 8 Guidelines for total code enforcement on existing homes. Housing repair loans are available upon approval from the Bay County Housing Rehabilitation Program. Loan interest rates are from 0% to 3%. The maximum loan amount is \$25,000, which is used for the elimination of Section 8, local, and state building code violations, and other necessary repairs or improvements.

Head Start

Head Start provides children with activities that help them grow mentally, socially, emotionally, and physically. Head Start recognizes that parents are the first and most important teachers of their children. Parent involvement is welcomed in Head Start activities, and we will work with parents as partners to help children progress.

Children who are 3 to 5 years old are eligible for Head Start services. Pregnant women and children from birth to 3 years of age are eligible for Early Head Start services. Children and families who are homeless, in foster care, or receive TANF or SSI are also eligible for services. Eligibility is determined by Head Start program staff and some families may be eligible for services if they are determined to be at or below the federal poverty level. Some grantees enroll a percentage of children from families with incomes above the poverty guidelines as well.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase students' levels of performance in all subgroup areas through differentiated instruction based on ongoing examination of data.

G1.B1 Fidelity of implementation of instructional programs/practices

G1.B1.S2 Offer professional development opportunities in all core areas

PD Opportunity 1

Teachers attend scheduled professional developments

Facilitator

Participants

Target Dates or Schedule

as scheduled

Evidence of Completion

Sign-in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

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

G1. Increase students' levels of performance in all subgroup areas through differentiated instruction based on ongoing examination of data.

G1.B1 Fidelity of implementation of instructional programs/practices

G1.B1.S2 Offer professional development opportunities in all core areas

Action Step 2

Teachers attend scheduled professional developments

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed