
2013-2014 SCHOOL IMPROVEMENT PLAN

Hutchison Beach Elementary School
12900 MIDDLE BEACH RD
Panama City, FL 32407
850-767-5195

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 72%
Alternative/ESE Center No	Charter School No	Minority Rate 19%

School Grades History

2013-14 D	2012-13 C	2011-12 B	2010-11 A	2009-10 B
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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
Focus Year 1	1	Sam Foerster

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

Current School Status

School Information

School-Level Information

School

Hutchison Beach Elementary School

Principal

Glenda Nouskhajian

School Advisory Council chair

Theresa Black

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

Name	Title
Glenda Nouskhajian	Principal
Rebecca Reeder	Administrative Assistant
Kari Conner	Teacher
Stephanie Asselin	Teacher
Chasity Adkins	Teacher
Valerie King	Teacher
Kari Cassidy	Psychologist
Jacqueline Parrish	Guidance Counselor
Leslee Oster	Guidance Counselor
Alison Colmere	MTSS Staff Training Specialist
Freda Williams	Speech Pathologist
Luke Barber	Speech Pathologist
Donka Dubuque	ESE Teacher

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

Theresa Black, chairperson
 Leigh Holloway, secretary
 Amanda Richards, Treasurer

Involvement of the SAC in the development of the SIP

The members of the School Advisory Council review student achievement data no fewer than three times a year. They suggest ways that strategies to improve student achievement may be strengthened or implemented. They review the draft of the SIP and contribute to any adjustments prior to finalizing the plan.

Activities of the SAC for the upcoming school year

SAC meets monthly to review student achievement data and receive reports from the curriculum leaders (teachers) at the school.

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

n/a

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:

Glenda Nouskhajian		
Principal	Years as Administrator: 9	Years at Current School: 2
Credentials	<p>B.S. – Elementary Education M.S.- Educational Leadership Certifications: Elementary Ed. 1-6, School Principal – all levels Endorsement: ESOL</p>	
Performance Record	<p>Principal of Hutchison Beach Elementary School: 2012-13: Grade C Reading Proficiency: 61%, Math Proficiency: 53%, Science Proficiency: 48%, Reading LG: 60%, Math LG: 51%, Reading Lowest 25% LG: 63%, Math Lowest 25% LG: 43% Assistant Principal of Breakfast Point Academy: 2011-2012: Grade A. Reading Proficiency: 70%, Math Proficiency: 68%, Science Proficiency: 70%, Reading LG: 72%, Math LG: 66%, Reading Lowest 25% LG: 74%, Math Lowest 25% LG: 71% 2010-2011: Grade A. Reading Proficiency: 83%, Math Proficiency: 84%, Science Proficiency: 64%, Reading LG: 74%, Math LG: 74%, Reading Lowest 25% LG: 62%, Math Lowest 25% LG: 75%, SWD and ED did not make AYP in reading and math. 2009-2010: Grade A. 2009-2010: Reading Proficiency: 83%, Math Proficiency: 84%, Science Proficiency: 58%, Reading LG: 66%, Math LG: 66%, Reading Lowest 25% LG: 58%, Math Lowest 25% LG: 62%, SWD and ED did not make AYP in reading. Ed did not make AYP in math. 2008-09: Grade A. Reading Proficiency: 82%, Math Proficiency: 81%, Science Proficiency: 53%, Reading LG: 69%, Math LG: 65%, Reading Lowest 25% LG: 59%, Math Lowest 25% LG: 53%, SWD did not make AYP in reading and math. Assistant Principal of Tyndall Elementary: 2007-08: Grade A. Reading Proficiency: 92%, Math Proficiency: 89%, Science Proficiency: 68%, Reading LG: 74%, Math LG: 78%, Reading Lowest 25% LG: 79%, Math Lowest 25% LG: 70%. All subgroups met AYP. 2006-07: Grade A. Reading Proficiency: 91%, Math Proficiency: 91%, Science Proficiency: 72%, Reading LG: 86%, Math LG: 79%, Reading Lowest 25% LG: 74%, Math Lowest 25% LG: 70%. All subgroups met AYP. 2005-06: Grade A. Reading Proficiency: 87%, Math Proficiency: 88%, Reading LG: 65%, Math LG: 71%, Reading Lowest 25% LG: 58%. All subgroups met AYP.</p>	

Rebecca Reeder		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	B.S. – Elementary Education M.S.- Educational Leadership Certifications: Elementary Ed. 1-6 Primary Education, age 3-grade	
Performance Record	Administrative Assistant of Hutchison Beach Elementary School: 2012-13: Grade C Reading Proficiency: 61%, Math Proficiency: 53%, Science Proficiency: 48%, Reading LG: 60%, Math LG: 51%, Reading Lowest 25% LG: 63%, Math Lowest 25% LG: 43%	

Instructional Coaches

of instructional coaches
2

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Alison Colemere		
Part-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	RtI/MTSS	
Credentials	Bachelors of Science, Elementary Education, FSU, 2009 Masters of Science, Reading, FSU, 2011	
Performance Record		
Jenne Palmer		
Part-time / School-based	Years as Coach: 7	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Degrees: Bachelors, Masters, Specialist, Certifications: Reading/ K-12, School Principal, Ed. Leadership, ESOL, Ex. Stud/K-12, ELE 1-6	
Performance Record	7 years at Arnold High School: 2012-13: Pending 2011-12: B grade 2010-11: B grade 2009-10: B grade 2008-09: A grade 2007-08: B grade 2006-07: B grade	

Classroom Teachers

of classroom teachers

40

receiving effective rating or higher

40, 100%

Highly Qualified Teachers

100%

certified in-field

40, 100%

ESOL endorsed

30, 75%

reading endorsed

7, 18%

with advanced degrees

11, 28%

National Board Certified

0, 0%

first-year teachers

3, 8%

with 1-5 years of experience

12, 30%

with 6-14 years of experience

13, 33%

with 15 or more years of experience

12, 30%

Education Paraprofessionals

of paraprofessionals

16

Highly Qualified

16, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

6

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

We work collaboratively with the staff in human resources office to define the ideal teacher based upon the school population served.

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

We have a lead teacher for each core curriculum area who conducts monthly curriculum meetings with grade level teachers. In addition, seasoned teachers are paired with new teachers to provide mentoring.

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

The MTSS team will meet to build consensus and make decisions about implementation. The MTSS team functions to conduct on-going DEA, FCAT data, and other Universal Screening data to match interventions to student needs and stakeholder accountability. We will review progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding benchmarks and students who are at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the MTSS team will identify and ensure professional development. The MTSS team is responsible for school-wide implementation. The MTSS team provides training and coaching to school staff. School administrators will use individual student performance data to determine activities and the MTSS structures needed to best meet the needs of their students. The MTSS process will be integrated in the District Reading Plan, District Student Progression Plan, and School Improvement Plan.

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

Principal - Glenda Nouskhajian

Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Kari Cassidy - School Psychologist

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

Speech Language Pathologist: Freda Williams & Luke Barber

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

Regular Education Teachers (2) - K-2 Representative, 3-5 Representative: Stephanie Asselin & Valeria

King

Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

ESE Teacher: Donka Dubuque

Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

MTSS Staff Training Specialist: Alison Colemere

Provides guidance on K-12 reading plan; supports schools with the implementation of MTSS; shares information with administrators, provides professional development to faculty and staff based on area of need; attends School Based Leadership Team Meetings; assists with data analysis and development of intervention plans and periodically reviews MTSS folders for compliance.

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

The leadership team will use Focus, Discovery Education data and the Enrich website to monitor the fidelity of MTSS and the SIP. Using Focus, administration will monitor grade book usage and run reports to identify struggling students and provide assistance to teachers. Students will participate in Discovery Education testing three times a year. The data will be evaluated and applied within classrooms to inform instruction. Also, the DE reports will serve to identify new struggling students, track progress and show learning gains. Finally, using the Enrich website the team will track the progress of all students receiving MTSS 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

Classroom grades, attendance and behavior data will be used to monitor the effectiveness of supports in all academic areas. These components will be evaluated using the Focus data housing system through the grade book, attendance record and discipline referral record.

Monthly MTSS team meetings with teachers will serve to analyze the effectiveness of supplemental and intensive supports in reading, math and behavior within the MTSS framework. At these meetings teachers, guidance, administration and other support personnel will discuss student progress in accordance with MTSS interventions. Team decisions will be made concerning changes in intervention, level of support (time/intensity) and proposal of intervention for new students.

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

Monthly meetings with staff. MTSS Staff Training Specialist available to assist teachers on a monthly basis.

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: Before or After School Program

Minutes added to school year: 1,080

We offer reading and mathematics tutorial that targets students' weaknesses in reading and math. Students stay after school for one hour twice a week.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The tutorial teacher(s) collaborate with the classroom teachers to plan effective instruction for the struggling students. Classroom assessment data, Discovery Education Assessments, and SuccessMaker data is analyzed collaboratively. In addition, students take a pre-test prior to entering the tutorial program and a post-test at its completion.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

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

Name	Title
Glenda Nouskhajian	Principal
Rebecca Reeder	Assistant Administrator
Lora Frowert	Math Curriculum Leader
Erica Marino	Science Curriculum Leader
Jana Graddy	Reading Curriculum Leader
Gina McNally	Writing Curriculum Leader

How the school-based LLT functions

The LLT meets monthly to discuss student achievement data and the implementation of school-wide initiatives. LLT members serve as chairpersons of their respective committees which are comprised of teacher representatives from each grade level. LLT members represent each committee at monthly LLT meetings and communicate LLT initiatives with faculty on a regular basis. It is the responsibility of the LLT to implement the CRP with fidelity.

Major initiatives of the LLT

Discovery Education Assessment data to drive instruction in reading, math, and science. Continue quarterly administration of Dolphin Writes. Develop and utilized school-wide instructional focus calendars for reading, math, and science.

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

All incoming Kindergarten students at Beach Elementary School are assessed using the FLICKERS/ ECHOS Discovery Education Assessment. This data will be used to plan daily academic instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Transition activities begin with Pre-K students interacting with Kindergarten students throughout the year as appropriate. These activities may include visits of Pre-K students to the K classroom, parental activities and orientation.

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	69%	64%	No	72%
American Indian				
Asian				
Black/African American				
Hispanic	49%	64%	Yes	54%
White	71%	63%	No	74%
English language learners	29%	50%	Yes	36%
Students with disabilities	61%	31%	No	65%
Economically disadvantaged	64%	59%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	30%	36%
Students scoring at or above Achievement Level 4	115	32%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	226	64%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	64	73%	76%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	48%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		18%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		18%

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	32	34%	37%
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	66%	49%	No	69%
American Indian				
Asian				
Black/African American				
Hispanic	68%	59%	No	71%
White	65%	49%	No	69%
English language learners	68%	30%	No	72%
Students with disabilities	58%	30%	No	62%
Economically disadvantaged	61%	46%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	25%	35%
Students scoring at or above Achievement Level 4	86	24%	34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	209	59%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	34	66%	69%

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	40	30%	33%
Students scoring at or above Achievement Level 4	13	10%	13%

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	161	18%	21%
Students retained, pursuant to s. 1008.25, F.S.	31	3%	6%
Students who are not proficient in reading by third grade	44	35%	38%
Students who receive two or more behavior referrals	14	2%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	32	4%	6%

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

Increase parent participation in parent night events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase our parent participation by 3%	194	12%	15%

Goals Summary

- G1.** Increase the student proficiency in subgroups through differentiated instruction based on ongoing examination of disaggregated data.

Goals Detail

G1. Increase the student proficiency in subgroups through differentiated instruction based on ongoing examination of disaggregated 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
- Science - Elementary School
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Supportive administration
- Literacy Coach
- Staff Training Specialists
- Instructional Coaches
- MTSS Process
- Common Planning Time
- Professional Development on Data Binders

Targeted Barriers to Achieving the Goal

- Once data is available, there is little follow-through to ensure that instruction is targeted to student needs.
- Learning goals are not implemented throughout the curriculum.

Plan to Monitor Progress Toward the Goal

White students, SWD, and ED students will increase proficiency in all core areas from baseline to mid-year and from mid-year to final.

Person or Persons Responsible

administration and LLT

Target Dates or Schedule:

September 2013 to April 2014

Evidence of Completion:

DEA, common assessments, and Dolphin Writes

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the student proficiency in subgroups through differentiated instruction based on ongoing examination of disaggregated data.

G1.B2 Once data is available, there is little follow-through to ensure that instruction is targeted to student needs.

G1.B2.S1 Professional development on disaggregating classroom data.

Action Step 1

Time during school day for teachers to disaggregate data and create Common Core focus calendars.

Person or Persons Responsible

Faculty

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets and agendas

Facilitator:

LLT members and administration

Participants:

All teachers

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

LLT and administration will meet with teachers to assist in disaggregating classroom assessment data

Person or Persons Responsible

LLT and administration

Target Dates or Schedule

monthly

Evidence of Completion

disaggregated data from each teacher

Plan to Monitor Effectiveness of G1.B2.S1

Closely monitor student data and make differentiated leadership decisions for teachers based on student performance data (DEA, classroom assessments, SM6, DIBELS, CELLA).

Person or Persons Responsible

LLT, teachers, and administration

Target Dates or Schedule

monthly

Evidence of Completion

grade level meeting notes

G1.B2.S2 Chart diagnostic data to determine level of student performance in content areas.

Action Step 1

Create charts of diagnostic data

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013 and January 2014

Evidence of Completion

Charts and graphs

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Teachers will create grade level display of disaggregated data for FCAT, DEA, MTSS, and classroom assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

graphs of data

Plan to Monitor Effectiveness of G1.B2.S2

Student performance on assessments (DEA, FCAT, CELLA, MTSS, and grade level common assessments)

Person or Persons Responsible

admin and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Teacher lesson plans and student grades

G1.B2.S3 Assistance in making instructional decisions based on performance data analysis.

Action Step 1

Teachers will set learning goals based on student needs.

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

sign in sheets and agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Feedback to teachers on lesson plans reflecting learning goals aligned to standards

Person or Persons Responsible

administration

Target Dates or Schedule

quarterly

Evidence of Completion

lesson plans and administrators' feedback to teachers

Plan to Monitor Effectiveness of G1.B2.S3

Teacher lesson plans

Person or Persons Responsible

administration

Target Dates or Schedule

quarterly

Evidence of Completion

Lesson plans include teacher's reflection on what changes need to be made in instructional decisions based on student data.

G1.B4 Learning goals are not implemented throughout the curriculum.

G1.B4.S1 School-wide implementation of The Leader in Me

Action Step 1

Every student will have data binders to record and monitor academic goals.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Learning goals in lesson plans, classroom, and data binders

Facilitator:

Lighthouse Team, Leader in Me trainer

Participants:

all instructional staff

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Leader in Me professional development

Person or Persons Responsible

administration, Lighthouse Team, Leader in Me consultants

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, data binders, and classroom walk-throughs

Plan to Monitor Effectiveness of G1.B4.S1

Provide coaching on the implementation of learning goals as part of The Leader in Me

Person or Persons Responsible

Lighthouse Team and administration

Target Dates or Schedule

ongoing

Evidence of Completion

learning goals documented in lesson plans and in student data binders

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 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 three 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 the student proficiency in subgroups through differentiated instruction based on ongoing examination of disaggregated data.

G1.B2 Once data is available, there is little follow-through to ensure that instruction is targeted to student needs.

G1.B2.S1 Professional development on disaggregating classroom data.

PD Opportunity 1

Time during school day for teachers to disaggregate data and create Common Core focus calendars.

Facilitator

LLT members and administration

Participants

All teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets and agendas

G1.B4 Learning goals are not implemented throughout the curriculum.

G1.B4.S1 School-wide implementation of The Leader in Me

PD Opportunity 1

Every student will have data binders to record and monitor academic goals.

Facilitator

Lighthouse Team, Leader in Me trainer

Participants

all instructional staff

Target Dates or Schedule

ongoing

Evidence of Completion

Learning goals in lesson plans, classroom, and data binders

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the student proficiency in subgroups through differentiated instruction based on ongoing examination of disaggregated data.	\$19,729
Total		\$19,729

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title I	\$19,729	\$19,729
Total	\$19,729	\$19,729

Budget Details

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

G1. Increase the student proficiency in subgroups through differentiated instruction based on ongoing examination of disaggregated data.

G1.B2 Once data is available, there is little follow-through to ensure that instruction is targeted to student needs.

G1.B2.S1 Professional development on disaggregating classroom data.

Action Step 1

Time during school day for teachers to disaggregate data and create Common Core focus calendars.

Resource Type

Professional Development

Resource

Substitute teachers for the LLT

Funding Source

Title I

Amount Needed

\$1,729

G1.B4 Learning goals are not implemented throughout the curriculum.

G1.B4.S1 School-wide implementation of The Leader in Me

Action Step 1

Every student will have data binders to record and monitor academic goals.

Resource Type

Professional Development

Resource

Training and follow-up

Funding Source

Title I

Amount Needed

\$18,000