2013-2014 SCHOOL IMPROVEMENT PLAN

Merriam Cherry Street Elementary
1125 CHERRY ST
Panama City, FL 32401
850-767-1480

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	80%

Alternative/ESE Center	Charter School	Minority Rate
No	No	46%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	C	B	A

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
Merriam Cherry Street Elem.

Principal
Carol Rine

School Advisory Council chair
Audra Resler

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

Name	Title
Susan Wise	School Improvement Team Chair.
Ashley Christie	Member
Lyn Morris	Member
Krissy Brown	Member
Teresa Holzman	Assistant Principal

District-Level Information

District
Bay

Superintendent
Mr. William V Husfelt

Date of school board approval of SIP
1/12/2014

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

The membership is comprised of parents as well as instructional and non-instructional personnel. Fifth grade teacher, Audra Resler serves as the Chairperson. Kindergarten teacher, Linda Kitner, serves as the Vice-Chairperson and Stefanie Barron, a Gifted and Talented Teacher, is the Secretary.

Involvement of the SAC in the development of the SIP

The SAC chairperson provided key information during the preliminary summer planning. On September 10th, members of the SIP Team met with the SAC. At this meeting the SAC approved the SIP.

Activities of the SAC for the upcoming school year

1. Look at past year climate surveys, 2. Ask parents for feedback on how we can serve them better 3. Discuss a possible Technology night for parents, 4. Discuss a possible Parent Night for K-2 where

teachers demonstrate how to read with students and other strategies. 5. Discuss a possible Parent Night for 3-5 where teachers demonstrate math strategies and new ways of doing math. 6. Discuss procuring a bulletin board for outside the library. 7. Discuss procuring current professional books for the professional library in the Media Center.

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

No funds available

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not In Compliance

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

The School Advisory Council Chairperson and other officers will seek to ensure that SAC membership is representative of the school's diverse races and socio-economic status as new members are nominated throughout the coming days of September and during the fall election process.

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:

Carol Rine		
Principal	Years as Administrator: 6	Years at Current School: 1

Credentials	Bachelor of Science in English Education Master of Science in Reading Education 18 Post Graduate Hours for Certification in Educational Leadership Certifications: Reading K-12 Educational Media Specialist English 5-9 English 6-12 Math 5-9 English to Speakers of Other Languages Endorsement Educational Leadership School Principal All Levels
Performance Record	Mrs. Rine was the administrator at Bay High School in 2004-2006 when Bay High moved from a D school to a C school and Reading Department Chair in 2007 when Bay High moved from a C school to a B school, thus moving that secondary school out of jeopardy. During those years, Bay High moved from overall points earned being 374 points for the FCAT school grade calculation to 502 overall total points earned. During those years, high standards in Reading moved from 46% to 53% and learning gains in math moved from 72% to 82%. As Assistant Principal for Curriculum and Instruction for 3 years at Mosley High School, the school went from being a B school to being an A school. The school's bottom quartile in reading had previously been unable to reach 50% proficiency, and with intensive work in reading initiatives campus wide, the bottom quartile finally met the state's standard for making a grade of A. As Principal of Cherry Street Elementary in 2012-13 the school's scores improved as follows: 3rd grade math proficiency improved from 37% to 52%. 4th grade math proficiency improved from 48% to 52%. 5th grade reading improved form 45% to 54%. 5th grade science proficiency improved from 40% to 48%. Many other increases have been demonstrated in the area of learning gains, and the school continues to work to improve student achievement especially with focus in the area of writing.

Teresa M. Holzman		
Asst Principal	Years as Administrator: 8	Years at Current School: 0

Credentials	Degrees: Bachelors in Elementary Education with certification in Early Childhood/(Nursery-Kindergarten) Masters in Elementary Education/ (Grades 1-6) Educational Specialist in Educational Leadership/ (All levels) Endorsements: English To Speakers of Other Languages (ESOL) Reading School Principal / (All Levels)
Performance Record	Mrs. Holzman was the principal at Oakland Terrace Elementary in 2012-2103. The School Grade was a D. 49% of students made high standards in reading, 44% made high standards in math, 33% made high standards in writing, and 33% made high standards in science. 62% made learning gains in reading and 68% made learning gains in math. While 50% of students in the lowest quartile made gains in reading (not making AYP), 65% of students in the lowest quartile made gains in math, (making AYP). 2011-2012 (Oakland Terrace Elementary) School Grade: D High Standards Reading: 45% High Standards Mth: 31% High Tandards Writing: 50% High Standards Science: 27% Learning Gains Reading: 60% Learning Gains Math: 54% AYP in Lowest Quartile Rdg: 70% (Yes) AYP in Lowest Quartile Math: 54% (Yes) 2011 (Oakland Terrace Elementary) School Grade: C High Standards Reading: 67% High Standards Math: 60% High Standards Writing: 56% Hight Standards Science: 59% Learning Gains Reading: 73% Learning Gains Math: 54% AYP in Lowest Quartile Rdg.: 70% (Yes) AYP in Lowest Quartile Math: 47% (No)

Instructional Coaches

# of instructional coaches

5

 # 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: 0

Areas	Reading/Literacy
Credentials	Bachelors in Elementary Education Masters Reading/Language Arts, ESOL Certified, VE Certified, Specialist Ed. Leadership
Performance Record	Works as a highly qualified coach with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.

Nicole Baker		
Full-time / District-based	Years as Coach: 1	Years at Current School: 0

Areas	RtI/MTSS
Credentials	M.S. Counseling and Psychology, Troy State University May 2005 Certified Guidance PK-12
Performance Record	I am highly qualified to work with site-based faculty to build their capacity with implementing Multi-Tiered Systems of Supports in order to facilitate school improvement.

Margo Anderson		
Part-time / District-based	Years as Coach: 2	Years at Current School: 0

Areas	Reading/Literacy
Credentials	M.A. Language and Literature B.A. English Reading Endorsement (last component to be completed Oct 2013) 6-12 Secondary English certification
Performance Record	I am highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.

Tracey Rogers		
Part-time / District-based	Years as Coach: 2	Years at Current School: 0

Areas	Reading/Literacy
Credentials	BS and FL certfication Elementary Education 1 -6 MS and FL certification Reading K-12 National Board Certification Middle Childhood Generalist 2004-2014
Performance Record	I am 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.

Jeremy Centeno		
Part-time / District-based	Years as Coach:	Years at Current School: 2

Areas	Mathematics
Credentials	BS Elementary Education MS Curriculum Development and Design/ESOL ESOL Endorsed
Performance Record	Mr. Centeno is highly-qualified to equip and empower teachers in their roles as math educators. He is also highly proficient in cooperative learning strategies. He has served Bay District Schools for three years as an instructional coach specializing K-5 math. Mr. Centeno also has 18 years of teaching experience and served one year as an administrator.

Classroom Teachers

# of classroom teachers
28

 # receiving effective rating or higher
27, 96%

 # Highly Qualified Teachers
100%

 # certified in-field
28, 100%

 # ESOL endorsed
11, 39%

 # reading endorsed
5, 18%

 # with advanced degrees

6, 21%

 # National Board Certified

1, 4%

 # first-year teachers

2, 7%

 # with 1-5 years of experience

4, 14%

 # with 6-14 years of experience

9, 32%

 # with 15 or more years of experience

13, 46%

Education Paraprofessionals

# of paraprofessionals

14

 # Highly Qualified

14, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

5

 # 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

Highly qualified, certified-in-field, effective teachers are recruited through content-driven interviews facilitated by Principal, Carol Rine and designated interview teams. Teachers are prompted to analyze data and share potential strategies to address the data. Teachers are retained through mentoring partners facilitated by Assistant Principal, Teresa Holzman.

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

The current beginning teachers are being coached by their grade level teams, which each consist of three peer colleagues, advised by the Assistant Principal and trained by district-level contacts regarding necessary skills and best practices essential for success.The teachers involved in the mentor/mentee relationship are meeting weekly in a professional learning community to discuss

highly effective practices particularly those related to analyzing student performance data to drive instructional decisions. Time is given for feedback, coaching and planning.

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

Our school based problem-solving processes begins with the triangulation of data to identify students at-risk academically or behaviorally. Once students are identified, areas of need are explored and appropriate plans written according to individual need. Paraprofessionals are assigned to grade levels to assist with MTSS, however intervention instruction should come primarily from the teacher.

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

Leadership members attend MTSS meetings, data chats, and district coaches meeting to ensure we are implementing all parts of MTSS effectively. Members assist with training on progress monitoring and additional interventions when needed.

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

Review plan monthly and report accomplishments, target goals, and adjustments. Post these in the staff lounge.

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

Teachers will update the district spreadsheet with all current MTSS students monthly. MTSS monthly meetings will be conducted with each grade level. Data boards will align our data sources and core instruction to identify needs for instructional support on student interventions.

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

Parents received the MTSS brochure at the beginning of the year if their child is currently enrolled in MTSS. As future students are identified for MTSS, teachers will meet with parents and inform them of the process.
All MTSS information, documentation, and training videos are accessible for teachers on the I-Drive.

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: 660

Students and their families have opportunities to attend periodic special curriculum events held in the evenings at school. The first one will be an Art/Writing Event in which parents and students work side by side in the non-threatening environment of an art production assembly. Participants are then guided through a writing activity where they learn to write an expository writing piece about their artwork. Other evening events will include a Math Night and two Reading Nights. Six evening Musicals will be presented throughout the year in which the Music Curriculum is celebrated.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

.Sign-in sheets and parent evaluation feedback forms are collected at the conclusion of the events and analyzed by the facilitators/presenters to determine effectiveness of strategy. Adequate attendance would be 25% or more of the student population. Adequate parent evaluation feedback would be 90% or higher favorable reviews noting helpfulness in understanding the curriculum.

Who is responsible for monitoring implementation of this strategy?

The Principal, Assistant Principal, and presenting teachers will be monitoring the successful implementation of the strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Liz Dagen	Chairperson
Camille Graves	Kindergarten Representative
Geri Steorts	First Grade Representative
Cathy Hackney	Second Grade Representative
Becky Boling	Exceptional Education Representative
Lauren Abbott	Second Grade Representative
Audra Resler	Fifth Grade Representative
Lori Young	Media Specialist
Karla Odom	Third Grade Representative
Krissy Brown	Fourth Grade Representative
Sallie Daniels	Literacy Coach

How the school-based LLT functions

The team will have monthly meetings, plan reading events including two Reading Nights and facilitate a student Book Club. The LLT is responsible for implementing the CRP with fidelity.

Major initiatives of the LLT

The LLT will discuss and monitor the implementation of common core ELA instruction. The LLT will also support the Writing Committee's work in creating and administering improved school-wide writing assessments. The LLT will facilitate Walk To Read and SRA implementation. Additionally, the LLT will work to ensure that the recommended types of reading material are used for instruction at each grade level.

Every Teacher Contributes to Reading Instruction

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

The school is involved in a school-wide initiative to institute completely data-driven instruction. Each teacher meets with the Principal monthly to explain how they have interpreted current student test data and how they have used the analysis to adapt instruction. Teachers will be using the SRA reading program for intensive, skills-specific daily reading instruction. Additionally, all teachers, including special area teachers, teach vocabulary development and listening/speaking standards embedded in all content areas to enrich reading capacity for all 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

The FLKRS, DEA, Harcourt Beginning-of-the-Year Assessment and teacher-made assessments are administered within the first thirty days of school to all kindergarten students in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs.
Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction includes daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills.
Ongoing assessments are used throughout the school year to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.
Students enrolled in the Voluntary Pre-K Program will be provided with school newsletters throughout the year and they participate in a variety of school-wide functions.

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	64%	49%	No	68%
American Indian				
Asian				
Black/African American	49%	26%	No	54%
Hispanic				
White	73%	65%	No	75%
English language learners				
Students with disabilities	33%	17%	No	40%
Economically disadvantaged	60%	41%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	25%	30%
Students scoring at or above Achievement Level 4	47	25%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	72	51%	56%
Students in lowest 25% making learning gains (FCAT 2.0)	15	35%	40%

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]*		25%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

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	56%	45%	No	60%
American Indian				
Asian				
Black/African American	47%	34%	No	52%
Hispanic				
White	61%	52%	No	65%
English language learners				
Students with disabilities	37%	17%	No	43%
Economically disadvantaged	49%	38%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	26%	30%
Students scoring at or above Achievement Level 4	34	18%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	83	49%	56%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	22	51%	56%

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	17	28%	33%
Students scoring at or above Achievement Level 4	12	19%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

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)	2		3
Participation in STEM-related experiences provided for students	228	60%	65%

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	87	21%	15%
Students retained, pursuant to s. 1008.25, F.S.	11	0%	0%
Students who are not proficient in reading by third grade	37	11%	5%
Students who receive two or more behavior referrals	55	13%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	32	8%	3%

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

See Title I Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Art/Writing Nights Attendance	208	50%	55%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Improve student academic proficiency levels in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data as measured by FCAT 2.0., Discovery Ed., SM6, and District-wide Writing Assessments.

Goals Detail

G1. Improve student academic proficiency levels in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data as measured by FCAT 2.0., Discovery Ed., SM6, and District-wide Writing Assessments.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- SRA KAGAN Writing Committee and Local Experts Richard Gentry Materials Six Traits information Classroom libraries Inclusion Facilitator Student Services Coordinator/MTSS Leader District Writing Plan

Targeted Barriers to Achieving the Goal

- Lack of rigor in ELA instruction which affects all content areas

Plan to Monitor Progress Toward the Goal

Use the criteria of successful, questionable, or poor to decide if the goal is being achieved. An action of continue, intensify, modify or terminate will be decided.

Person or Persons Responsible
School Improvement Team and Administration

Target Dates or Schedule:
Monthly on the first Wednesday of each month

Evidence of Completion:
Progress Monitoring Chart posted in the lounge

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Improve student academic proficiency levels in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data as measured by FCAT 2.0., Discovery Ed., SM6, and District-wide Writing Assessments.

G1.B1 Lack of rigor in ELA instruction which affects all content areas

G1.B1.S1 Teach reading using SRA school-wide to ensure rigorous skills-based instruction.

Action Step 1

will implement SRA as a core reading program

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning mid-September and continuing throughout the school year

Evidence of Completion

SRA mastery tests data

Action Step 2

Analyze their class SRA mastery test results

Person or Persons Responsible

Teachers

Target Dates or Schedule

After each mastery test which ranges from each day to every few days (ongoing)

Evidence of Completion

Data chat notes

Action Step 3

Analyze individual SRA mastery test data

Person or Persons Responsible

Each student

Target Dates or Schedule

Monthly beginning in October and continuing through May

Evidence of Completion

Student self-assessment documents which may include exit slips, charts, and graphs

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

Meet with grade level teams to analyze and interpret data

Person or Persons Responsible

Grade chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Grade level team minutes

Plan to Monitor Effectiveness of G1.B1.S1

Will closely monitor data by noting progress monthly on a large chart posted in the lounge (that shows that teachers implemented SRA classroom instruction). Progress will be charted as successful (marked as "continue plan"), questionable (marked as "questionable") or poor (marked as "not achieved/revision needed") based on analysis of monthly SRA progress data. SIP Team will make coaching decisions for teachers based on student performance data.

Person or Persons Responsible

Administration and SIP Team (Key Facilitator, Theresa Holzman)

Target Dates or Schedule

Monthly

Evidence of Completion

Updated progress monitoring chart posted in the lounge based on SRA data shared by teachers.

G1.B1.S2 Teach writing using Six Traits.

Action Step 1

Teach writing using Six Traits information

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 20 - May of 2014

Evidence of Completion

Lesson plans

Facilitator:

The writing committee will seek opportunities to lead the faculty in effectively teaching writing using Six Traits

Participants:

Teachers

Action Step 2

Analyze school-based formative writing samples and district common assessments for individual growth

Person or Persons Responsible

Teachers and the Writing Committee

Target Dates or Schedule

Aug. 20 - May 2014

Evidence of Completion

Lesson plans, reflections and data spreadsheets compiled by the Writing Committee

Facilitator:

The Speech Pathologist who serves as the Writing Committee Chairperson has trained a cadre of scorers and the fourth grade teachers in how to score, proof and write appropriate feedback for fourth grade teachers.

Participants:

Teachers and Writing Committee

Action Step 3

Analyze individual writing progress data

Person or Persons Responsible

Students

Target Dates or Schedule

Beginning September 2013

Evidence of Completion

Student self-assessments in the form of exit slips, charts, graphs, and/or learning goals

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

develop a campus-wide writing plan with a timeline for four school-wide writing assessment collection points

Person or Persons Responsible

The writing committee

Target Dates or Schedule

Monthly

Evidence of Completion

Spreadsheets of school-wide writing assessment data

Plan to Monitor Effectiveness of G1.B1.S2

Will closely monitor data by noting progress monthly on a large chart posted in the lounge (that shows that teachers implemented Six Traits classroom instruction). Progress will be charted as successful (marked as "continue plan"), questionable (marked as "questionable") or poor (marked as "not achieved/ revision needed") based on analysis of monthly Six Traits progress data. SIP Team will make coaching decisions for teachers based on student performance data.

Person or Persons Responsible

Adminstration and the School Improvement Team (Key Facilitator - Krissy Brown)

Target Dates or Schedule

Monthly

Evidence of Completion

Updated progress monitoring chart posted in the lounge

G1.B1.S3 Use KAGAN structures to engage students in effective ELA cooperative learning.

Action Step 1

Use KAGAN structures to engage students in effective cooperative learning

Person or Persons Responsible

Teachers

Target Dates or Schedule

Aug. 20 - May 2014

Evidence of Completion

Classroom walk-through forms and lesson plans

Facilitator:

Carol Rine, Principal

Participants:

Teachers

Action Step 2

Will be provided the opportunity to effectively model KAGAN best practices for colleagues or observe collegues modeling KAGAN best practices.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September - May 2014

Evidence of Completion

TDYs, faculty meeting slide presentations, Google Docs. Sign Up Roster

Facilitator:

Assistant Principal, Mrs. Holzman, will facilitate these peer learning events

Participants:

Teachers

Action Step 3

Coach teachers and offer professional development for those who did not attend the summer training

Person or Persons Responsible

Jeremy Centeno

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets and Lesson plans

Facilitator:

Jeremy Centeno

Participants:

Teachers

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

Lead trainings for peer teachers and offer coaching assistance

Person or Persons Responsible

Kagan-trained teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Google Docs. Listing of training opportunities

Plan to Monitor Effectiveness of G1.B1.S3

Will closely monitor data by noting progress monthly on a large chart posted in the lounge (that shows that teachers implemented KAGAN classroom instruction). Progress will be charted as successful (marked as "continue plan"), questionable (marked as "questionable") or poor (marked as "not achieved/ revision needed") based on analysis of monthly KAGAN progress data. SIP Team will make coaching decisions for teachers based on student performance data.

Person or Persons Responsible

Administration and the School Improvement Team (Key Facilitator - Susan Wise)

Target Dates or Schedule

Ongoing through daily classroom walk-throughs, periodic observations by KAGAN specialist and monthly chart updates

Evidence of Completion

Updated progress monitoring chart posted in the lounge using KAGAN observation reports

G1.B1.S4 Analyze progress monitoring data to drive instruction.

Action Step 1

Examine data to note trends and individual needs

Person or Persons Responsible

Teachers

Target Dates or Schedule

Aug. 20 - May 2014

Evidence of Completion

Monthly data chat meeting notes

Action Step 2

Use data to determine their next instructional decisions

Person or Persons Responsible

Teachers

Target Dates or Schedule

August - May 2014

Evidence of Completion

Lesson plans/Reflections

Action Step 3

Manage their own data to help achieve personal learning goals

> **Person or Persons Responsible**
>
> Students
>
> **Target Dates or Schedule**
>
> Ongoing
>
> **Evidence of Completion**
>
> Student data journals, binders, graphs and/or portfolios

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Meet with individual teachers and grade levels to analyze and interpret data for impact on student acheivement

> **Person or Persons Responsible**
>
> Administration Team
>
> **Target Dates or Schedule**
>
> Monthly
>
> **Evidence of Completion**
>
> Teacher-generated graphs, analyses and plans

Plan to Monitor Effectiveness of G1.B1.S4

Will closely monitor data by noting progress monthly on a large chart posted in the lounge (that shows that teachers implemented DATA ANALYSIS to drive classroom instruction). Progress will be charted as successful (marked as "continue plan"), questionable (marked as "questionable") or poor (marked as "not achieved/revision needed") based on analysis of monthly progress data. SIP Team will make coaching decisions for teachers based on student performance data.

> **Person or Persons Responsible**
>
> Administration and the School Improvement Team (Key Facilitator - Lyn Morris)
>
> **Target Dates or Schedule**
>
> Monthly
>
> **Evidence of Completion**
>
> Updated progress monitoring chart posted in the lounge using information gathered at monthly grade level data chats (Teachers will have referenced their analysis of data to drive instruction at both the monthly data chats with administration and also in their IPDPs.)

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

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.

Adult Education

Haney Technical Center's Adult Basic Education (ABE) includes courses designed to improve the employability of the State's workforce through instruction in language, mathematics, reading, and workforce readiness skills at grade level equivalency 0.0-8.9. ABE involves non-credit courses designed to develop basic skills necessary for successful employment and citizenship. This is an open entry/open exit program of study. The ABE program prepares students to enroll in General Educational Development (GED) preparation. Literacy Completion Points (LCPs) are awarded when a student demonstrates mastery as measured by approved standardized tests and/or documentation of mastery of competencies.

Career and Technical Education

Haney Technical Center provides career and technical education in the following employment areas: accounting operations; administrative office specialist; air conditioning, refrigeration and heating; applied welding technology; automotive collision repair and refinishing; automotive service technology; computer systems and information technology; digital design; electrician; electricity; marine service technology; and medical administrative specialist.

Job Training

Haney Technical Center offers the following licensure programs: Aviation Academy; Cosmetology; Massage Therapy; and Practical Nursing (LPN).

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. Improve student academic proficiency levels in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data as measured by FCAT 2.0., Discovery Ed., SM6, and District-wide Writing Assessments.

G1.B1 Lack of rigor in ELA instruction which affects all content areas

G1.B1.S2 Teach writing using Six Traits.

PD Opportunity 1

Teach writing using Six Traits information

Facilitator

The writing committee will seek opportunities to lead the faculty in effectively teaching writing using Six Traits

Participants

Teachers

Target Dates or Schedule

August 20 - May of 2014

Evidence of Completion

Lesson plans

PD Opportunity 2

Analyze school-based formative writing samples and district common assessments for individual growth

Facilitator

The Speech Pathologist who serves as the Writing Committee Chairperson has trained a cadre of scorers and the fourth grade teachers in how to score, proof and write appropriate feedback for fourth grade teachers.

Participants

Teachers and Writing Committee

Target Dates or Schedule

Aug. 20 - May 2014

Evidence of Completion

Lesson plans, reflections and data spreadsheets compiled by the Writing Committee

G1.B1.S3 Use KAGAN structures to engage students in effective ELA cooperative learning.

PD Opportunity 1

Use KAGAN structures to engage students in effective cooperative learning

Facilitator

Carol Rine, Principal

Participants

Teachers

Target Dates or Schedule

Aug. 20 - May 2014

Evidence of Completion

Classroom walk-through forms and lesson plans

PD Opportunity 2

Will be provided the opportunity to effectively model KAGAN best practices for colleagues or observe collegues modeling KAGAN best practices.

Facilitator

Assistant Principal, Mrs. Holzman, will facilitate these peer learning events

Participants

Teachers

Target Dates or Schedule

September - May 2014

Evidence of Completion

TDYs, faculty meeting slide presentations, Google Docs. Sign Up Roster

PD Opportunity 3

Coach teachers and offer professional development for those who did not attend the summer training

Facilitator

Jeremy Centeno

Participants

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets and Lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Improve student academic proficiency levels in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data as measured by FCAT 2.0., Discovery Ed., SM6, and District-wide Writing Assessments.	$10,280
	Total	$10,280

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title I	$10,280	$10,280
Total	$10,280	$10,280

Budget Details

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

G1. Improve student academic proficiency levels in all subgroup areas through targeted instruction based on ongoing examination of disaggregated data as measured by FCAT 2.0., Discovery Ed., SM6, and District-wide Writing Assessments.

G1.B1 Lack of rigor in ELA instruction which affects all content areas

G1.B1.S3 Use KAGAN structures to engage students in effective ELA cooperative learning.

Action Step 1

Use KAGAN structures to engage students in effective cooperative learning

Resource Type

Professional Development

Resource

Training

Funding Source

Title I

Amount Needed

$9,980

Action Step 2

Will be provided the opportunity to effectively model KAGAN best practices for colleagues or observe collegues modeling KAGAN best practices.

Resource Type

Professional Development

Resource

substitutes for teachers to observe teachers

Funding Source

Title I

Amount Needed

$300