2013-2014 SCHOOL IMPROVEMENT PLAN

Parker Elementary School
640 S HIGHWAY 22 A
Panama City, FL 32404
850-767-4570

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	83%

Alternative/ESE Center	Charter School	Minority Rate
No	No	43%

School Grades History

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

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
Parker Elementary School

Principal
Kimberly Kirkman

School Advisory Council chair
Pamela Kelly

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

Name	Title
Kimberly Kirkman	Principal
Christen Barron	Administrative Assistant
Amanda Coburn	Kindergarten Chairperson
Isabelle Hitzeman	First Grade Chairperson
Ruth Turner	Second Grade Chairperson
Renee Black	Third Grade Chairperson
Aimee Brooks	Fourth Grade Chairperson
Cindy Hickman	Fifth Grade Chairperson
Sebrina Burke	Exceptional Student Education Chairperson

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

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.
Chairperson: Pamela Kelly (Parent)
Co-Chaiperson: Patricia Henry (Community Member)
Secretary: Elizabeth Hurst (Teacher)

Involvement of the SAC in the development of the SIP

The SAC assisted the school leadership team and all other faculty/staff members in the development of the School Improvement Plan. The School Improvment Plan was approved by the SAC at a meeting on September 16, 2013.

Activities of the SAC for the upcoming school year

Goals for the 2013-2014 Parker Elementary School Advisory Council include:
1. Supporting instructional initiatives within the classroom that focus on improving student performance
2. Plan, develop, and facilitate a comprehensive School Improvement Plan designed to enhance the instructional delivery, responsibility, and accountability for all students, faculty, and administration
3. Promote school-wide activities that contribute to a positive learning environment for all stakeholders

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

As of this date, there are no School Advisory Council funds available.

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

N/A

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:

Kimberly Kirkman		
Principal	Years as Administrator: 2	Years at Current School: 5

Credentials	Degrees: Bachelor of Science in Business Management, Masters of Science in Educational Leadership/Certified School Principal, Educational Leadership, Middle Grades Integrated (5-9), English (6-12), Reading Endorsed and Gifted Endorsed
Performance Record	Principal of Parker Elementary School 2012-2013: Grade: C, Reading Mastery: 51%, Math Mastery: 41%, Science Mastery: 67%, Writing Mastery: 38% Assistant Principal of Jinks Middle School 2011-2012: Grade: B, Reading Mastery: 46%, Math Mastery: 42%, Science Mastery: 40%, Writing Mastery: 64% Assistant Principal of Jinks Middle School 2010-2011: Grade: A, Reading Mastery: 71%, Math Mastery: 73%, Science Mastery: 46%, Writing Mastery: 77%, AYP Criteria Met: 87% All subgroups made AYP in writing. Black, economically disadvantaged, and students with disabilities did not make AYP in Reading, and students with disabilities did not make AYP in Math. Administrative Assistant of Mosley High School 2009-2010: Grade: B, Reading Mastery: 60%, Math Mastery: 87%, AYP 92%

Christen Barron		
Asst Principal	Years as Administrator: 3	Years at Current School: 0

Credentials	Degrees: Bachelor of Science in Elementary Education (Florida State University), Masters of Science in Special Education (Florida State University), Educational Specialist - Educational Leadership (Nova Southeastern University) State of Florida Certifications: Elementary Education, Primary Education, Exceptional Student Education, Media Specialist, Guidance, and Educational Leadership Endorsements: ESOL and National Board Certified
Performance Record	Assistant Administrator at Waller Elementary School for 2012-2013: Grade C with 451 points; 55% Reading Proficiency, 51% Math Proficiency, 27% Writing Proficiency, 36% Science Proficiency Assistant Administrator at Waller Elementary School for 2011-2012: Grade - C with 489 points; 54% Reading Proficiency, 52% Math Proficiency, 64% Writing Proficiency, 57% Science Proficiency Assistant Administrator at Waller Elementary School for 2010-2011: Grade - C with 490 points; 74% Reading Proficiency, 70% Math Proficiency, 76% Writing Proficiency, 50% Science Proficiency Media Specialist at Waller Elementary School for 2009-2010: Grade - C with 484 points; 84% Reading Proficiency, 82% Math Proficiency, 67% Writing Proficiency, 61% Science Proficiency

Instructional Coaches

# of instructional coaches

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Leah Margulies		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas	Other
Credentials	Bachelor of Science: Elementary Education Masters of Science: Reading and Language Arts Certified: K-6 Elementary Education and K-12 Reading
Performance Record	District Employee 2011-2012 and 2012-2013 RtI Coach at Springfield Elementary: 2009-2010- Grade D, 2010-2011- Grade C

Phuonghoa (Pauline) Vu		
Full-time / School-based	Years as Coach: 9	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Bachelor of Science: Elementary Education; Masters of Science: Emotional Disturbed; Educational Leadership; ESOL Certified; and Reading Endorsed
Performance Record	Reading Coach at Parker Elementary 2012-2013: Grade: C, Reading Mastery: 51 %, Math Mastery: 41%, Science Mastery: 67%, Writing Mastery: 38% Reading Coach at Patterson Elementary 2011-2012: Grade: D, Reading Mastery: 32 %, Math Mastery: 30%, Science Mastery: 20% Reading Coach at Patterson Elementary 2010-2011: Grade: C, Reading Mastery: 54%, Math Mastery: 60%, Science Mastery: 39%. The total, white, and black subgroup did not make AYP in reading or math. Students with disabilities did not make AYP in reading or math. Economically disadvantaged students did not make AYP in reading or math. Reading Coach at Patterson Elementary 2009-2010: Grade: D, Reading Mastery: 57%, Math Mastery: 67%, Science Mastery: 42%. Black students and students with disabilities did not make AYP in reading or math. Reading Coach at Patterson Elementary 2011-2012: Grade: D, Reading Mastery: 32 %, Math Mastery: 30%, Science Mastery: 20% Reading Coach at Patterson Elementary 2010-2011: Grade: C, Reading Mastery: 54%, Math Mastery: 60%, Science Mastery: 39%. The total, white, and black subgroup did not make AYP in reading or math. Students with disabilities did not make AYP in reading or math. Economically disadvantaged students did not make AYP in reading or math. Reading Coach at Patterson Elementary 2009-2010: Grade: D, Reading Mastery: 57%, Math Mastery: 67%, Science Mastery: 42%. Black students and students with disabilities did not make AYP in reading or math.

Suzanne Witham		
Full-time / District-based	Years as Coach: 0	Years at Current School: 0

Areas	Other
Credentials	Bachelor of Science: Sociology Certified Elementary 6-12, English 6-12, and Gifted Endorsed
Performance Record	11 years at an "A" school

Tracy Rogers		
Full-time / District-based	Years as Coach: 2	Years at Current School: 0

Areas	Reading/Literacy
Credentials	Bachelor of Science and Florida certification Elementary Education 1-6 Masters of Science & Florida 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.

Classroom Teachers

# of classroom teachers
39

 # receiving effective rating or higher
39, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
39, 100%

 # ESOL endorsed
14, 36%

 # reading endorsed
12, 31%

 # with advanced degrees
9, 23%

 # National Board Certified
3, 8%

 # first-year teachers
4, 10%

 # with 1-5 years of experience
7, 18%

 # with 6-14 years of experience
9, 23%

 # with 15 or more years of experience
19, 49%

Education Paraprofessionals

# of paraprofessionals
17

 # Highly Qualified
17, 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

1. Regular meetings of new teachers with administration (Administration)
2. Provide professional development throughout school year for instructional staff (Adminstration and Highly Qualified Instructional Coaches)
3. Provide teacher mentoring for new or struggling teachers (Grade Group Chairs)
4. Provide individualized support upon teacher's request (Administration, Grade Group Chairs, and Highly Qualified Instructional Coaches)
5. Learning walks provided for new or struggling teachers (Administration, Grade Group Chairs, and Highly Qualified Instructional Coaches)

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

All first and second year teachers and teachers new to Bay District Schools will be paired with a school based mentor (grade level chair) and a district assigned mentor through the New Teacher Induction Program.
The following mentees will meet with their assigned school-based mentor during weekly grade group meetings to discuss successful classroom strategies. Data will be reviewed during meetings to drive research-based instruction. Observations between classrooms will be conducted. Additional

observations among grade levels/areas of teaching will be administered as needed. Feedback, coaching, and planning will all be discussed at these meetings. Other opportunities of support may include professional development in the areas of weakness and interest.
School Based Mentees/Mentors:
Shelley Brannon (4th year teaching, but 1st year at Parker Elementary) - Amanda Coburn (Kindergarten Grade Chair)
Katherine Stone (1st year) - Amanda Coburn (Kindergarten Grade Chair)
Susan Albin (2nd year) - Isabelle Hitzeman (First Grade Grade Chair)
Jessica Barrett (1st year in Bay District Schools) - Ruth Turner (Second Grade Grade Chair)
Allison Scully (1st year in Bay District Schools) - Renee Black (Third Grade Grade Chair)
Lana Schillaci (2nd year) - Aimee Brooks (Fourth Grade Grade Chair)
Destree Brown (1st year) - Cindy Hickman (Fifth Grade Grade Chair)

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 Leadership Team reviewed DEA universal screening data from Assessment Periods 1, 2, and 3 in Spring 2013. Each Grade Level Representative debriefed their Grade Level Team to look for trends and patterns, as well as areas of strength and weakness. Parker School Faculty returned for School-Based August 2013 Pre-School In-service focusing on 2013 FCAT 2.0 results. Parker's Professional Learning Communities dug into the specific strands and reviewed other Bay District School FCAT strand data to research successes at other schools as sources of strategies to consider in similar demographic settings. Each MTSS Leadership Team member is an active participant in a Parker Professional Learning Community targeting an area of their professional strength (reading, mathematics, writing, science, behavior, or parental involvement) and facilitates updates to the MTSS Leadership Team in their areas of expertise as needed in monthly Parker School Leadership Team Meetings.
Fourth grade core instruction has been intensified with a team approach with teachers matched to their area of expertise. The lowest two classes of the five classes receives additional paraprofessional and intervention teacher support in their two-hour reading block, as well as in their mathematics classroom and writing classroom.
Additional paraprofessionals support the monitoring of the computer labs while teachers work with Tier III intervention groups, as well as core instruction and supplemental small group Tier II interventions.
The MTSS Leadership Team will review universal screening data to identify students in need of core, supplemental, and intervention instruction and identify professional development and other resources needed to drive the three levels of instruction. Additionally, midyear and end of year data will be reviewed to consider adjustments for intensification of core as well as changes in supplemental interventions and intensification of an additional Tier III intervention. The team will problem solve, share effective practices, evaluate implementation, and make recommendations/decisions at quarterly team meetings. Substitutes will be hired for Grade Level Representatives for these three hour planning sessions. Bay District Schools has purchased ENRICH MTSS, an intuitive online tool, to facilitate and manage the MTSS process for students.

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

Principal (Kimberly Kirkman): Fosters a unified vision of data-driven decision-making, ensures that the school-based teams (MTSS Leadership and MTSS Grade Level Teams) are implementing MTSS, assesses MTSS skills of school staff, facilitates implementation of intervention support and documentation, secures adequate professional development to support MTSS implementation, and

communicates school-based MTSS plans and activities to parents

Administrative Assistant (Christen Barron): Assists principal in creating a unified vision of data-driven decision-making, ensures that (MTSS Leadership and MTSS Grade Level Teams) are implementing MTSS, assesses MTSS skills of school staff, facilitates implementation of intervention support and documentation, secures adequate professional development to support MTSS implementation, designs paraprofessional support schedule to support MTSS implementation, and communicates school-based MTSS plans and activities to parents

Grade Level Representative Teachers (Amanda Coburn, Isabelle Hitzeman, Ruth Turner, Renee Black, Aimee Brooks, and Cindy Hickman): Serve as Grade Level Experts in Residence to share information about core instruction, participate in student data collection, deliver Tier 1 instruction/interventions, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tiers 2 and 3 activities, as well as assist Guidance Counselor Team in leading Grade Levels in the analysis of student response to interventions (poor, questionable, adequate) and helping teachers design intervention adjustments for students

Exceptional Student Education (ESE) Teacher (Sebrina Burke): Assists in data collection and integrates core instructional activities/materials as she collaborates with general education teachers through the inclusion model

Crisis Intervention Instructor (Laura Cope): Serves as Parker's PBS Coach with a concentrated focus upon providing Tier I Behavior Training to teachers. Additionally, she sssists MTSS Leadership Team and teachers in behavioral observation training, performs observations of students, assesses student behaviors, and provides support in the creation of behavioral intervention plans after working with teacher to adjust Tier I Core instruction.

Bay District Schools Literacy Coach (Pauline Vu): Utilizes teacher needs survey to design support and professional development opportunities for teachers to enhance their knowledge base and practice of differentiation in reading instruction in Tiers 1, 2, and 3 and works with Intervention Teachers to review relevant student data to make sound instructional decisions for Tier 3 students as well as advise MTSS Leadership Team regarding Core Reading Plan guidelines

Bay District Schools Instructional Specialist for Student Services (Jennifer Jennings): Acts as an advisor on call and district facilitator of monthly district training sessions for MTSS protocol in Bay District Schools, as well as the Bay District Schools MTSS Website coordinator for easy access to current MTSS information for all stakeholders

Bay District Schools Training Specialist (Alison Colemere): Provides instructional specialist expertise as a district-funded resource on consult status to support capacity building for MTSS process to align with commonality of MTSS services in Bay District Elementary Schools

MTSS Interventionist (Christy Clanton): Collaborates with district's MTSS administrator; assists teachers in implementation of the four step problem-solving process; facilitates the problem-solving process with the MTSS Leadership Team; assists teachers in assurance of implementation of universal screening and progress monitoring data collection in reading/literacy, mathematics, and behavior; assists teachers in determining effectiveness of core and supplemental instruction/interventions through school-based data analysis; assists teachers in using screening and progress monitoring data to develop the evaluation of interventions; facilitates school-based instruction and intervention maps at the core, supplemental, and intensive instructional levels; assists teachers in evaluating fidelity and efficacy of intervention strategies; facilitates teacher analysis of large and small group intervention strategies (positive, questionable, poor); assists teachers in involving students and families in development and evaluation of supplemental and intensive interventions; builds sustaining relationships among educators from various disciplines to unite in a shared vision of high academic and behavioral performance for all students; creates an environment in which educators trust that their input is respected; facilitates group consensus through listening, questioning, paraphrasing, summarizing, synthesizing information, displaying empathy, and providing assertive, tactful feedback; provides approved MTSS workshops trainings and modeled lessons for teachers at various times of the year. Building capacity in the school for MTSS application of knowledge among all stakeholders, pulling global school data, and leading the MTSS Leadership Team in global analysis of student data to ensure intensification to Tier I Core instruction is provided as well as supplementary additional interventions to the struggling students. Serves as STEMLab teacher to fourth

grade to intensify integrated Tier I Core instruction. Works with Parent Liason to strengthen outreach to families with parent training opportunities that reinforce supporting Tiers 1, 2, and 3 instructional programs.

Speech/Language Pathologists (Carol Bohac and Kathy Graydon): Educate the team in the role language plays in curriculum, assessment, and instruction, as a platform for appropriate program design; assist in the selection of measures; help identify systemic patterns of students' needs with respect to language skills; and suggest intervention strategies aligned to students' needs as well as assist teachers in analyzing ongoing progress monitoring data

School Psychologist (Dr. John Bell): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; supports intervention documentation for fidelity and efficacy; and participates in Student Problem Solving Meetings with Tier 3 students/families

Guidance Counselors (Max Beauchamp and Alicia Sheffield): Lead MTSS Grade Level Teams during monthly MTSS Grade Level Meetings and provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students and continue to match child-serving and community agencies to the school and families to support student's academic, emotional, behavioral, and social success. Counselors will alternate as attendees for BDS Monthly MTSS School Contact Meetings. Counselors will utilize ENRICH for MTSS to view school status of MTSS implementation.

School Health Nurse (Melissa Updegrove): Provides universal student health screenings for hearing, vision, and growth and meets with teachers, students, and parents to facilitate the school's accommodations to student's individualized health needs.

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

Quarterly reviews of student data via ENRICH, the online MTSS process monitoring software tool, are conducted in ½ day sessions with TDY support funding from Bay District School.

Monthly School Leadership Teams are held the second Wednesday of each month to review core, supplemental, and intensive instruction data with administration.

Monthly Grade Level MTSS Teams meet the third Friday of each month to review grade level student data via the ENRICH system.

Intervention teacher monitors ENRICH system and offers assistance to individual teachers based upon areas of concern.

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

Baseline Data: Florida Comprehensive Assessment Test (FCAT) data via student database, Florida Assessments for Instruction in Reading (FAIR) viewed via Progress Monitoring and Reporting Network (PMRN) for kindergarten students, Discovery Education , Curriculum Based Measurement (CBM), Quarterly Bay District Schools District Writing Assessments

Progress Monitoring: PMRN (Previous data and Kindergarten Assessment Period 1 for FLKRS/ECHOS online), Discovery Education, Curriculum Based Measurement (CBM), Quarterly Bay District Writing Assessments, Bay District's Progress Monitoring Tools (DIBELS and easycbm.org)

End of Year: Discovery Education, Curriculum Based Measurement (CBM), Quarterly Bay District School Writing Assessments, Bay District's Progress Monitoring Tools (DIBELS and easycbm.org)

Bay District Schools has purchased ENRICH, an online MTSS management software component, that is used by stakeholders to monitor student response to intervention. ENRICH communicates intuitively with FOCUS, the student information management system.

Frequency of Data Days: Monthly with administrator for grade level data chats

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

September-May: Guidance Counselors and Administration will meet with grade groups during their planning periods monthly to analyze grade-specific needs in implementing the four step problem-solving model, manage and review universal screening data, analyze and secure grade-based professional development for supplemental and intervention strategy needs, and facilitate progress monitoring on Tier 1, Tier 2, and Tier 3 students.

The Literacy Coach and Intervention Teacher can provide additional trainings and supports for Core reading instruction as well as Tiers 2 and 3 interventions for teachers and paraprofessionals. Intervention Teacher can support teacher instructional needs in mathematics and writing in the Core and Tiers 2 and 3. Intervention Teacher will train teachers in use of ENRICH MTSS, the intuitive online tool for MTSS process. Intervention Teacher will support new teachers in use of MTSS process. MTSS Grade Representatives will provide support to their grade level teacher peers.

The Intervention Teacher works closely with the Parent Liaison to provide informational parent meeting sessions explaining the MTSS process in the newly designed Parent Center.

Classroom teachers conference with parents individually to plan Tier II interventions based upon student needs. Guidance counselors, school psychologist, intervention teachers, Speech/Language pathologists, and administration serve as supporting team members to review fidelity of interventions and student response to intervention with parents and classroom teachers. Plans to adjust interventions and gather additional data are made in such meetings with close monitoring and adjustments made.

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: 1,380

Third, fourth, and fifth grade students will be invited to the "Parker FCAT Push Program." This is a tutoring program that will begin in February 2014. The duration of this program will be for the nine weeks prior to the assessment adminstration that takes place in April 2014.

Data will be reviewed for all students that actively participate, and then these students will be divided into small math or reading groups according to their individual needs.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

SuccessMaker 6 Data Reports, Discovery Education, Benchmark Reports, and FCAT Results

Who is responsible for monitoring implementation of this strategy?

Administration and teachers

Literacy Leadership Team (LLT)

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

Name	Title
Sebrina Burke	Team Leader (ESE Teacher)
Scharia Santana	Kindergarten Teacher
Deborah Scalf	First Grade Teacher
Ruth Turner	Second Grade Teacher
Allison Scully	Third Grade Teacher
Aimee Brooks	Fourth Grade Teacher
Amy Brown	Fifth Grade Teacher
Pauline Vu	Reading Coach
Carol Bohac	Speech Therapist

How the school-based LLT functions

The Literacy Leadership Team will meet monthly according to an administratively set schedule. The team is comprised of teachers from all grade levels, specialists, and any others who effectively utilize reading strategies in their classrooms.

Major initiatives of the LLT

Major Initiatives for 2013-2014:
• To support teachers in strengthening the core literacy curriculum and implementing Common Core ELA Standards
• To support teachers in refining data driven instruction in response to MTSS/RTI interventions
• Guide the school reading achievement, progress monitoring, and review data
• To implement the Comprehensive Reading Plan with fidelity
• Monitor the implementation of the Comprehensive Reading Plan and the Bay District Reading Frameworks
• Identify staff development instructional needs and assist in implementing strategies for students performing below the proficiency level

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

At Parker Elementary School, all students in the pre-kindergarten program are assessed prior to exiting in order to check for mastery of the Florida Early Learning and Developmental Standards for Four Year Olds. Each child is given the Florida Voluntary Pre-Kindergarten (VPK) assessment three times during the school year. These tests correlate with the Florida VPK Standards and show any developmental growth throughout the school year. Throughout the school year, all pre-kindergarten students are taught and evaluated on the following areas:
*Physical Health
*Approaches to Learning
*Social and Emotional
*Language and Communication
*Emergent Literacy
*Mathematical and Scientific Learning

*Social Studies
*Motor Development
All evaluations are documented and kept in a student's portfolio.
As for Exceptional Student Education (ESE) Pre-Kindergarten students, they are assessed twice yearly using the Brigance Inventory of Early Development. This test is designed to evaluate students in the areas of literacy and math skills.
At Parker Elementary School, all incoming kindergarten students will use a staggered start model. Parents and students will attend a brief orientation on the first day of school. Half of the students will attend school on the second day of school. The second half will attend on the third day of school. All kindergarteners will attend on the fourth day and continue thereafter for the remainder of the school year. This gives parents and teachers more time to discuss concerns and meet students on a more personal level. In addition, all incoming kindergarten students are assessed in order to determine individual and group needs. The Florida Kindergarten Readiness Screener (FLKRS) is given within the first thirty days of school to assess the readiness of each incoming kindergarten student.

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	63%	51%	No	67%
American Indian				
Asian				
Black/African American	51%	33%	No	56%
Hispanic				
White	66%	56%	No	69%
English language learners				
Students with disabilities	31%	29%	No	38%
Economically disadvantaged	61%	48%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	24%	29%
Students scoring at or above Achievement Level 4	67	24%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	104	62%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	25	60%	65%

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)	14	74%	79%
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]*		52%
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]*		31%

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	30	38%	42%
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	50%	41%	No	55%
American Indian				
Asian				
Black/African American	34%	29%	No	41%
Hispanic				
White	52%	43%	No	57%
English language learners				
Students with disabilities	40%	19%	No	46%
Economically disadvantaged	44%	37%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	22%	27%
Students scoring at or above Achievement Level 4	44	16%	21%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	103	62%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	26	62%	67%

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	29	36%	41%
Students scoring at or above Achievement Level 4	22	28%	33%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		7
Participation in STEM-related experiences provided for students	554	100%	100%

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	104	18%	15%
Students retained, pursuant to s. 1008.25, F.S.	27	5%	4%
Students who are not proficient in reading by third grade	66	59%	54%
Students who receive two or more behavior referrals	111	19%	14%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	55	9%	7%

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 Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Increase students' levels of proficiency in all subgroup areas through standards based instruction based on disaggregated data analysis.

Goals Detail

G1. Increase students' levels of proficiency in all subgroup areas through standards based instruction based on disaggregated data analysis.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- 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

- STEM

- STEM - All Levels

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Establishment and implement of PBS (Positive Behavior System)

- Departmentalization in 4th and 5th Grades

- Literacy Coach

- Supportive administration

- Common planning time among grade levels

- District provided coaches for subject areas

Targeted Barriers to Achieving the Goal

- Various levels of students' instructional needs and differences

Plan to Monitor Progress Toward the Goal

Levels of proficiency as measured by classroom based assessments and DEA will increase as strategies are implemented. If levels of proficiency do not increase, then the strategies will be examined for fidelity and effectiveness of implementation and adjusted accordingly.

Person or Persons Responsible
Administration and faculty

Target Dates or Schedule:
Calendarized assessment periods as assigned by DEA and on-going for classroom based assessments

Evidence of Completion:
DEA Reports, classroom grades

Action Plan for Improvement

Problem Solving Key

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

G1. Increase students' levels of proficiency in all subgroup areas through standards based instruction based on disaggregated data analysis.

G1.B1 Various levels of students' instructional needs and differences

G1.B1.S1 Establish and implement Professional Learning Communites

Action Step 1

1) The Math PLC, Literacy PLC, Science PLC, Writing PLC, and Parent Involvement PLC will be implemented to discuss successful KAGAN structures, effective classroom strategies, monitor focus skills, have data chats, and plan for parental trainings and 2)Partnering with Florida Inclusion Network (FIN) to strengthen our inclusion program

Person or Persons Responsible

Administration and faculty

Target Dates or Schedule

PLC Meetings will be held the first Wednesday of each month. FIN Meetings will be held quarterly throughout the year.

Evidence of Completion

Meeting agendas and minutes, FIN reports

Facilitator:

Administration, PLC Leaders, Instructional Coaches, and FIN Representatives

Participants:

Participating faculty as assigned by administration

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

Administration will monitor meetings through participation and evidence seen through meeting minutes and agendas.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

Meeting minutes and agendas, Observation/participation, FIN reports

Plan to Monitor Effectiveness of G1.B1.S1

Students performing at proficiency according to DEA and classroon based assesments will increase as teachers participate in PLCs and increase their content area knowledge and understanding of pedagogy. If levels of proficiency do not increase, then the strategy will be examined for fidelity and effectiveness of implementation and adjusted accordingly.

Person or Persons Responsible

Administration and PLC Leaders

Target Dates or Schedule

PLC Leaders meet with their PLC team on the first Wednesday of each month. Then, on the second Wednesday of each month, administration meets with the Leadership team which consists of PLC Leaders and Grade Chairs.

Evidence of Completion

Meeting agendas, minutes, student performance data (DEA and classroom based assessments)

G1.B1.S2 Establish and implement PBS (Positive Behavior System) Program

Action Step 1

1. At each progress report time, students that have not received any office discipline referrals will be able to celebrate with a "dress code" reward (Examples: Sports Team Day, Crazy Socks Day, Pajama Day, etc.). 2. At each report card time, students that have not received any office discipline referrals will be able to celebrate in a group reward event (Lists were sent out to teachers for students to choose from – Top four will be selected) (Examples: Water Day, Dance Event, Bouncy Houses, etc.). 3. Morning routine changes were made in order to help encourage less discipline problems in the mornings. (Students in grades 2-5 are walking the track with supervision rather than playing on the playground, which seemed to be a discipline problem area/safety issue area several times last year.) 4. As part of PBS, expectations were established for all areas of the school (special area, lunchroom, walking to and from classes, media center, etc.). These expectations have been explained to all students and teachers will continue to teach them throughout the school year. 5. As part of PBS, behavior tracking notebooks were created and distributed to all classroom teachers in order for them to correctly track discipline issues. 6. These notebooks will be turned in and the PBS team will tally, record data, and deal with any issues that need to be addressed at that time. 7.First Mates were selected and will assist in the mornings and other times as needed.

Person or Persons Responsible

Administration and PBS team

Target Dates or Schedule

On-going

Evidence of Completion

PBS Behavior Tracking Notebooks, Focus Discipline reports, Lesson Plans, PBS Team Meeting Agendas and Minutes

Facilitator:

Florida's Positive Behavior Support Project Training through Bay District Schools

Participants:

Administration and PBS Team

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

Utilization of PBS Behavior Tracking Notebooks and Focus data to track teacher's implementation of PBS within their classrooms

Person or Persons Responsible

Administration and PBS Team

Target Dates or Schedule

Quarterly

Evidence of Completion

PBS Behavior Tracking Notebooks and Focus data

Plan to Monitor Effectiveness of G1.B1.S2

A decrease of discipline referrals and an increase of student participation within the classroom will demonstrate successful implementation. On the other hand, an increase of discipline referrals and a decrease of student participation within the classroom will demonstrate unsuccessful implementation.

Person or Persons Responsible

Administration and PBS Team

Target Dates or Schedule

Monthly at PBS Meetings

Evidence of Completion

Early Warning Systems reports, RTI B reports

G1.B1.S3 Increase support within the classrooms through knowledge obtained from a variety of professional developments and utilization of personnel (Paraprofessionals, Intervention Teachers, ESE Inclusion Teacher)

Action Step 1

Increase of staff to student ratio within classrooms by utilization of paraprofessionals, Intervention Teachers, and ESE Inclusion teacher and offering of a variety of professional development opportunities requested/suggested by teachers: 1) Ruby Payne 2) Kagan Training 3) Kagan Coaching Training 4) Depth of Knowledge 5) Common Core Institute (Reading and Math) 6) Math Frameworks 7) Math Talk 8) 6 Traits of Writing Overview 9) Writing in the Disciplines 10) Writing Scales and Progressions 11) Write in Every Classroom Now 12) CIS Modeling

Person or Persons Responsible

Bay District Schools, Administration, and teachers

Target Dates or Schedule

On-going

Evidence of Completion

Listing of inservice opportunities, inservice history reports of teachers, sign-in sheets, teachers' certifications, paraprofesssionals' schedules, Intervention Teachers' schedules, and ESE Inclusion Teacher's schedule

Facilitator:

1) Ruby Payne: Will be offered sometime by a representaive provided by Bay District Schools (Administration has requested, but no definite dates have been set) 2) Kagan Training: Bay District Schools 3) Kagan Coaching Training: Bay District Schools 4) Depth of Knowledge: Pauline Vu (Literacy Coach) 5) Common Core Institute (Reading and Math): Florida Department of Education 6) Math Frameworks: Bay District Schools 7) Math Talk: Jeremy Centeno and Janice Hensley 8) 6 Traits of Writing Overview: Tracy Rogers (Bay District Schools) 9) Writing in the Disciplines: Tracy Rogers (Bay District Schools) 10) Writing Scales and Progressions: Tracy Rogers (Bay District Schools) 11) Write in Every Classroom Now: Dr. Richard Gentry 12) CIS Modeling: Pauline Vu (Literacy Coach)

Participants:

1) Ruby Payne: Interested administration and teachers 2) Kagan Training: 10 selected classroom teachers 3) Kagan Coaching Training: 24 selected classroom teachers 4) Depth of Knowledge: Interested administration and teachers 5) Common Core Institute (Reading): 2 selected teachers and 1 administrator (Math): 3 selected teachers and 1 administrator) 6) Math Frameworks: All teachers (This was a component of our required pre-school inservices for the Summer of 2013.) 7) Math Talk: All teachers 8) 6 Traits of Writing Overview: All teachers 9) Writing in the Disciplines: All teachers 10) Writing Scales and Progressions: All teachers 11) Write in Every Classroom Now: 1 classroom teacher and 1 administrator 12) CIS Modeling: Interested administration and teachers

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

Teachers being given the opportunity to participate in professional development opportunites of interest and additional classroom personnel providing instructional support within the classrooms

Person or Persons Responsible

Administration, teachers, and additional faculty/staff

Target Dates or Schedule

On-going

Evidence of Completion

Classroom observations, walk throughs, and lesson plans

Plan to Monitor Effectiveness of G1.B1.S3

Impact of additional knowledge of subject areas and successful strategies within the classroom and the impact of supplementary support within the classroom on student achievement

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student achievement data

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 two and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:
• Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
• Support for schools serving migrant students
• Family literacy programs, including such programs that use models developed under Even Start
• The integration of information technology into educational and related programs and
• Programs to facilitate the transition of secondary school students to post secondary education or employment
Title I, Part D
The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youth that are enrolled in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of students returning from correctional facilities, and involve collaboration with locally operated correctional facilities.
Title II
Funds from Title II, Title I Part A, Title III, and various state and local allocations are used for the following activities:
• Providing professional development activities
• Carrying out programs and activities that are designed to improve the quality of the teacher force
• Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academics 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
N/A
Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase students' levels of proficiency in all subgroup areas through standards based instruction based on disaggregated data analysis.

G1.B1 Various levels of students' instructional needs and differences

G1.B1.S1 Establish and implement Professional Learning Communites

PD Opportunity 1

1) The Math PLC, Literacy PLC, Science PLC, Writing PLC, and Parent Involvement PLC will be implemented to discuss successful KAGAN structures, effective classroom strategies, monitor focus skills, have data chats, and plan for parental trainings and 2)Partnering with Florida Inclusion Network (FIN) to strengthen our inclusion program

Facilitator

Administration, PLC Leaders, Instructional Coaches, and FIN Representatives

Participants

Participating faculty as assigned by administration

Target Dates or Schedule

PLC Meetings will be held the first Wednesday of each month. FIN Meetings will be held quarterly throughout the year.

Evidence of Completion

Meeting agendas and minutes, FIN reports

G1.B1.S2 Establish and implement PBS (Positive Behavior System) Program

PD Opportunity 1

1. At each progress report time, students that have not received any office discipline referrals will be able to celebrate with a "dress code" reward (Examples: Sports Team Day, Crazy Socks Day, Pajama Day, etc.). 2. At each report card time, students that have not received any office discipline referrals will be able to celebrate in a group reward event (Lists were sent out to teachers for students to choose from – Top four will be selected) (Examples: Water Day, Dance Event, Bouncy Houses, etc.). 3. Morning routine changes were made in order to help encourage less discipline problems in the mornings. (Students in grades 2-5 are walking the track with supervision rather than playing on the playground, which seemed to be a discipline problem area/safety issue area several times last year.) 4. As part of PBS, expectations were established for all areas of the school (special area, lunchroom, walking to and from classes, media center, etc.). These expectations have been explained to all students and teachers will continue to teach them throughout the school year. 5. As part of PBS, behavior tracking notebooks were created and distributed to all classroom teachers in order for them to correctly track discipline issues. 6. These notebooks will be turned in and the PBS team will tally, record data, and deal with any issues that need to be addressed at that time. 7.First Mates were selected and will assist in the mornings and other times as needed.

Facilitator

Florida's Positive Behavior Support Project Training through Bay District Schools

Participants

Administration and PBS Team

Target Dates or Schedule

On-going

Evidence of Completion

PBS Behavior Tracking Notebooks, Focus Discipline reports, Lesson Plans, PBS Team Meeting Agendas and Minutes

G1.B1.S3 Increase support within the classrooms through knowledge obtained from a variety of professional developments and utilization of personnel (Paraprofessionals, Intervention Teachers, ESE Inclusion Teacher)

PD Opportunity 1

Increase of staff to student ratio within classrooms by utilization of paraprofessionals, Intervention Teachers, and ESE Inclusion teacher and offering of a variety of professional development opportunities requested/suggested by teachers: 1) Ruby Payne 2) Kagan Training 3) Kagan Coaching Training 4) Depth of Knowledge 5) Common Core Institute (Reading and Math) 6) Math Frameworks 7) Math Talk 8) 6 Traits of Writing Overview 9) Writing in the Disciplines 10) Writing Scales and Progressions 11) Write in Every Classroom Now 12) CIS Modeling

Facilitator

1) Ruby Payne: Will be offered sometime by a representaive provided by Bay District Schools (Administration has requested, but no definite dates have been set) 2) Kagan Training: Bay District Schools 3) Kagan Coaching Training: Bay District Schools 4) Depth of Knowledge: Pauline Vu (Literacy Coach) 5) Common Core Institute (Reading and Math): Florida Department of Education 6) Math Frameworks: Bay District Schools 7) Math Talk: Jeremy Centeno and Janice Hensley 8) 6 Traits of Writing Overview: Tracy Rogers (Bay District Schools) 9) Writing in the Disciplines: Tracy Rogers (Bay District Schools) 10) Writing Scales and Progressions: Tracy Rogers (Bay District Schools) 11) Write in Every Classroom Now: Dr. Richard Gentry 12) CIS Modeling: Pauline Vu (Literacy Coach)

Participants

1) Ruby Payne: Interested administration and teachers 2) Kagan Training: 10 selected classroom teachers 3) Kagan Coaching Training: 24 selected classroom teachers 4) Depth of Knowledge: Interested administration and teachers 5) Common Core Institute (Reading): 2 selected teachers and 1 administrator (Math): 3 selected teachers and 1 administrator) 6) Math Frameworks: All teachers (This was a component of our required pre-school inservices for the Summer of 2013.) 7) Math Talk: All teachers 8) 6 Traits of Writing Overview: All teachers 9) Writing in the Disciplines: All teachers 10) Writing Scales and Progressions: All teachers 11) Write in Every Classroom Now: 1 classroom teacher and 1 administrator 12) CIS Modeling: Interested administration and teachers

Target Dates or Schedule

On-going

Evidence of Completion

Listing of inservice opportunities, inservice history reports of teachers, sign-in sheets, teachers' certifications, paraprofesssionals' schedules, Intervention Teachers' schedules, and ESE Inclusion Teacher's schedule

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase students' levels of proficiency in all subgroup areas through standards based instruction based on disaggregated data analysis.	$301,246
	Total	$301,246

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
Title I, District, and School Funds	$301,246	$301,246
Total	$301,246	$301,246

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

G1. Increase students' levels of proficiency in all subgroup areas through standards based instruction based on disaggregated data analysis.

G1.B1 Various levels of students' instructional needs and differences

G1.B1.S3 Increase support within the classrooms through knowledge obtained from a variety of professional developments and utilization of personnel (Paraprofessionals, Intervention Teachers, ESE Inclusion Teacher)

Action Step 1

Increase of staff to student ratio within classrooms by utilization of paraprofessionals, Intervention Teachers, and ESE Inclusion teacher and offering of a variety of professional development opportunities requested/suggested by teachers: 1) Ruby Payne 2) Kagan Training 3) Kagan Coaching Training 4) Depth of Knowledge 5) Common Core Institute (Reading and Math) 6) Math Frameworks 7) Math Talk 8) 6 Traits of Writing Overview 9) Writing in the Disciplines 10) Writing Scales and Progressions 11) Write in Every Classroom Now 12) CIS Modeling

Resource Type

Other

Resource

1) Paraprofessional Expenses (Personnel): $159,400.00; 2) School Improvement and Curriculum Development Stipends (Personnel and professional development): $1674.00; 3) Stipends for KAGAN Training (10 teachers x 3 days) (Professional Development): $1950.00; 4) Substitutes for Professional Development (Personnel and professional development): $3773.00; 5) KAGAN Registration and Reading by the Bay (Professional Development): $5000.00; 6) KAGAN and Model School Conference (Professional Development): $2000.00; 7) Common Core and KAGAN Materials (Evidence-Based Materials): $1750.00; 8) Common Core materials for math, reading, and writing (Evidence-Based Materials): $5749.00; 9) Summer employment costs of Administrative Assistant (Personnel): $3750.00; and 10) Two additional classroom teachers and one part-time Crisis Intervention Teacher (Personnel): $116,200.00

Funding Source

Title I, District, and School Funds

Amount Needed

$301,246