

2013-2014 SCHOOL IMPROVEMENT PLAN

Jinks Middle School
600 W 11TH ST
Panama City, FL 32401
850-767-4695

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 86%
Alternative/ESE Center No	Charter School No	Minority Rate 58%

School Grades History

2013-14 D	2012-13 C	2011-12 B	2010-11 A	2009-10 C
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	1	Sam Foerster

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

Current School Status

School Information

School-Level Information

School

Jinks Middle School

Principal

Britt Smith

School Advisory Council chair

Carey Sweet/Robin Barnes co-chairs

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

Name	Title
Helen Mitchell	Assistant Principal
Cindy Drew	Guidance Counselor
David Fowler	Media Specialist
Tracey Sirmans	Literacy Coach
Lorraine Blastick	Teacher - ASPIRE

District-Level Information

District

Bay

Superintendent

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

Janice Salares - Acting Principal, Helen Mitchell - Assistant Principal for Guidance, Chris Beard - Administrative Assistant, Shirley Ramsey - Parent Liaison, Tanja Roulhac - Title I Resources Teacher/ MTSS/RTI , David Fowler - Media Specialist, Stephanie Cook - Speech/Language Pathologist, Cherise Hunt - parent, Frances Gordon - grandparent, Alice Allen- community member, Beverly Spivey-parent, Daisy Crider -parent, Summer Finley-parent; Katrina McDonald, SAC/PTO Treasurer/Secretary; Kim. Whitfield, PTO President

Involvement of the SAC in the development of the SIP

Special meetings are held to review any changes that need to be made to the School Improvement plan as it becomes available

Activities of the SAC for the upcoming school year

Title I meeting/Open House
 Muffins for Moms/Donuts for Dads
 Science Fair Family Night
 History Fair Family Night
 FCAT Camps
 Pre-AICE night
 Common Core information to parents
 Communication through newsletters
 Literacy Fair
 Gang Awareness
 Reporting Child Abuse/Bullying
 Community Outreach (colleges)

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

Teacher Grants at \$250 each by application to support School Improvement Plan

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Britt Smith		
Principal	Years as Administrator: 27	Years at Current School: 0

Credentials

BS, MS, EDS, School Principal K-12, Elementary 1-6; Exceptional Student K-12; Performance levels - Effective and highly effective

Performance Record

Principal Salares is serving as principal for this school year. She currently works directly for the district as an Administrator on Special Assignment. Principal Salares has been employed by the district for 46 years. Bay District Schools has been an A District and this year is a C district.

Arthur C Beard		
Asst Principal	Years as Administrator: 6	Years at Current School: 0
Credentials	BS in Elementary Ed MS in Education Leadership Certified in Elementary Ed, PE K-12, and School Principal	
Performance Record	2012-2013 Principal, Vernon Elementary School - B school grade 2011-2012 Principal, Vernon Elementary School - B school grade; 2010-2011 Principal, Vernon Middle School - C school grade; 2009-2010 Principal, Vernon Middle School, C school grade; 2008-2009 Principal, Vernon Middle School, B school grade; 2007-2008 Principal, Vernon Middle School, C school grade	
Helen Mitchell		
Asst Principal	Years as Administrator: 7	Years at Current School: 1
Credentials	Degrees: Masters, Educational Leadership; Social Sciences 6-12; Exceptional Student K-12; Ed. Leadership K-12	
Performance Record	2012-2013 - School Grade C 2011-2012 - Rutherford High School, School Grade C, 47% making proficiency in Reading, 47% making LG in Reading, 40% of the lowest 25% making LG in Reading, 78% making proficiency in Math, 75% making LG in Math, 69% of the lowest 25% making LG in Math 2010-2011, Rutherford High School, School Grade B, 50% making proficiency in Reading, 47% making LG in Reading, 44% lowest 25% making LG in Reading, 76% making proficiency in Math, 70% making LG in Math, 52% lowest 25% making LG in Math, 83% making proficiency in Writing, 41% making proficiency in Science	
Instructional Coaches		
# of instructional coaches	3	
# receiving effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		

Tracey Sirmans		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Certifications: Elementary Education K-6, Middle Grades English 5-9, Exceptional Student Educaiton K-12, Reading Endorsement, ESOL Endorsement Awards: Teacher of the Year 2012-2013 and District Finalist, Golden Teacher Apple Award, Literacy leadership Awards	
Performance Record	2010-2013 Teacher at Everitt Middle School - Exceptional Educaiton Grades 6-8; school grades 2013 - D school/ 2012 -C School; 2011- B School	

Lisa Gibson		
Full-time / District-based	Years as Coach: 6	Years at Current School: 0
Areas	Rtl/MTSS	
Credentials	Credentials: B.A. in English Literature; MG Math 5-9, MG English 5-9, English 6-12, ESOL and Reading Endorsement	
Performance Record	First year to work with Jinks	

Margo Anderson		
Full-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy, Other	
Credentials	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	2011-2013 worked with Jinks to build their capacity in writing with instruction and structural practices to facilitate school improvement	

Classroom Teachers

# of classroom teachers	41
# receiving effective rating or higher	0%
# Highly Qualified Teachers	100%
# certified in-field	41, 100%

ESOL endorsed

10, 24%

reading endorsed

9, 22%

with advanced degrees

15, 37%

National Board Certified

3, 7%

first-year teachers

3, 7%

with 1-5 years of experience

8, 20%

with 6-14 years of experience

13, 32%

with 15 or more years of experience

17, 41%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

7, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

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

Hiring teachers with highly qualified certifications to include ESOL, ESE, Reading endorsed
New teachers will participate in Bay District's New Teacher Induction Program.
New teachers will be partnered with the Staff Training Specialist and a Teacher on Staff.
New teacher orientation through the District.

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

Cheryl Weaver, the ESE Staff Training Specialist and Resource Teacher. She will lead the Jinks ESE team through training and new policies, including updating IEPs and Enrich updates.
Margo Anderson, ELA Resource Teacher working with new Teachers on Writing Plan
Lisa Gibson, is the MTSS/RTI Staff Training Specialist assigned to Jinks Middle School. She will assist Jinks in all areas of MTSS/RTI
Tracey Sirmans: School based Reading Coach, will lead the Jinks teachers in our Reading and the District's Writing initiative
Elizabeth McCollum, District Staff - Kagan Trainer

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

Jinks Middle School's data-based problem-solving process includes a review of students' cumulative record targeting state testing scores, Discovery Education scores, academic grades behavior and psychological evaluations. Students that need additional supports are provided accommodations in ASPIRE, Computer Assisted programs and intensive classes. These programs provide small group and individual direct instructions to meet student needs as well as outside counseling for ESE students and other community support to help facilitate our PBS school.

The MTSS Leadership Team will bi-monthly with the Aspire and Intensive teachers to review data, evaluate implementation and make decisions.

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

The responsibility of each school-based leadership team member is to collaborate with the School Improvement Team and MTSS to assist in the development of the SIP. Many members serve on more than one team to ensure the collaboration process. The MTSS Team provides data and interventions for Tier I, II and III services for academic and behavior. In addition, MTSS helps set clear expectations for instructions to ensure rigor, relevance and relationships.

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

The system that is in place in which the leadership team uses to monitor the fidelity of the school's MTSS and SIP is monthly meetings to review student data to ensure progress monitoring occurs. Quarterly, the leadership team makes data driven decisions to determine appropriate interventions.

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

Jinks Middle School uses the following data sources and management systems to access and analyze data: FCAT, Discovery Education Assessment, Student Grades, RTI-B, FOCUS, Dibels, Easy CBM, Classworks, FCRR, student discipline reports, and attendance reports.

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

The plan to support understand of MTSS and build capacity in data-based problem solving for staff and parents are monthly meetings and professional development for teachers. Parents are provided information through the school newsletter, Title I Meetings, Open House and parent conferences.

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: 180

Gulf Coast will partner with Jinks Middle School in an after school tutorial program. Their grant will pay for three hours a week, one Reading and one Math teacher. Jinks will analyze data of our lowest 35% to determine students who need the extended learning time. The College Reach-out program (CROP) provides students with academic enrichment activities.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teachers will monitor progress of student programs in the after school tutorial and see if the data shows growth among our students.

Who is responsible for monitoring implementation of this strategy?

Guidance counselors, administrators, reading coach, reading and math teacher will monitor the progress of students.

Literacy Leadership Team (LLT)

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

Name	Title
Lorraine Blastick	ASPIRE Language Arts teacher
David Fowler	Media Specialist
Cindy Drew	Guidance Counselor
Tracey Sirmans	Literacy Coach
Janice Salares	Principal
Helen Mitchell	Assistant Principal

How the school-based LLT functions

The Jinks Middle School Literacy Leadership Team functions as the core leadership team of the school. It meets monthly to provide teachers with resources, ideas, and support in reading and writing. The District's Writing initiative is 6 Traits of Writing which is performed school wide monthly and quarterly using a district

wide assessment. Members are encouraged to participate in department meetings, staff development meetings, and faculty meetings by sharing new reading strategies that are working well in their classes. Members also play an integral part in looking at school-wide data for decisions concerning student placement, achievement levels, and curriculum concerns as well as how well we are implementing the school improvement plan. The Literacy Leadership Team will support the K12 CRP, with fidelity.

Major initiatives of the LLT

This summer teachers worked on disaggregating the FCAT data to determine weak areas. Common assessments for all students producing both pre and post tests for individual standards was also created. Diagnostic tests are to be given by all Language Arts teachers at the beginning and end of the year.

Every Teacher Contributes to Reading Instruction

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

This summer teachers worked on disaggregating the FCAT data to determine weak areas. Common assessments for all students producing both pre and post tests for individual standards was also created. Diagnostic tests are to be given by all Language Arts teachers at the beginning and end of the year. Jinks Middle School collaboratively discusses reading assessment data and implement common research-based literacy strategies in all content areas. These strategies will be documented on all teacher lesson plans, classroom walk-throughs and during teacher appraisals.

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

NA

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

NA

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

Each student in the 8th grade participates in the the CHOICES Program which is a Career Education Program. This is an excellent program which ties a students' interests to those interests of people already in many career fields. The students explore the job descriptions, find out how much education it takes to go into specific jobs, and what courses are recommended in high school in order to best prepare them for those jobs. It will help them find colleges and vocational schools to attend and even find scholarships and grants. There are students surveys to assess their abilities and match them with what is required by the professional opportunities they hope to pursue.

Strategies for improving student readiness for the public postsecondary level

NA

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	62%	45%	No	66%
American Indian				
Asian	83%	45%	No	85%
Black/African American	46%	35%	No	51%
Hispanic	48%	22%	No	53%
White	74%	60%	No	77%
English language learners	35%	29%	No	42%
Students with disabilities	38%	30%	No	44%
Economically disadvantaged	56%	42%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	139	25%	30%
Students scoring at or above Achievement Level 4	101	18%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		40%
Students scoring at or above Level 7	11	58%	60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			
Students in lowest 25% making learning gains (FCAT 2.0)	86	56%	60%

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)	18	56%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		30%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		

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	63	32%	37%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	62%	43%	No	66%
American Indian				
Asian	83%	73%	No	85%
Black/African American	49%	32%	No	54%
Hispanic	56%	13%	No	60%
White	70%	57%	No	73%
English language learners	51%	24%	No	56%
Students with disabilities	38%	27%	No	45%
Economically disadvantaged	57%	38%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	17%	22%
Students scoring at or above Achievement Level 4	66	12%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	13	68%	70%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	103	67%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	26	7%	15%
Middle school performance on high school EOC and industry certifications	26	100%	100%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	0%	No	66%
American Indian				
Asian	83%	0%	No	85%
Black/African American	49%	0%	No	54%
Hispanic	56%	0%	No	60%
White	70%	0%	No	73%
English language learners	51%	0%	No	56%
Students with disabilities	38%	0%	No	45%
Economically disadvantaged	57%	0%	No	61%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	<i>[data excluded for privacy reasons]</i>		
Students in lowest 25% making learning gains (EOC)	<i>[data excluded for privacy reasons]</i>		

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Achievement Level 4	25	99%	100%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		100%

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	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	19%	23%
Students scoring at or above Achievement Level 4	25	13%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		80%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

High School Science

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]		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		
Participation in STEM-related experiences provided for students	200	33%	40%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0		0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			0%
Students taking one or more advanced placement exams for STEM-related courses	0		0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0		0%
Passing rate (%) for students who take CTE-STEM industry certification exams			0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0		
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0		
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0		
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0		
CTE teachers holding appropriate industry certifications	0		

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

Elementary School Indicators

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

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	180	29%	25%
Students who fail a mathematics course	21	3%	2%
Students who fail an English Language Arts course	13	2%	1%
Students who fail two or more courses in any subject	25	4%	3%
Students who receive two or more behavior referrals	343	56%	45%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	252	41%	35%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

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

Parental involvement targets for the school

NA

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
NA			

Area 10: Additional Targets

Additional targets for the school

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
NA			

Goals Summary

- G1.** To improve student reading proficiency levels within all content areas using student performance data as measured by Discovery Education assessments, Document Based Questions and text-based information.

Goals Detail

G1. To improve student reading proficiency levels within all content areas using student performance data as measured by Discovery Education assessments, Document Based Questions and text-based information.

Targets Supported

- All Areas
- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Professional Development for utilizing data from Discovery Education; professional development for uploading data; analysis and using data to plan effective instruction.

Targeted Barriers to Achieving the Goal

- Effectively using data to plan instruction

Plan to Monitor Progress Toward the Goal

Meeting with individual teachers and grade levels to analyze and interpret data for impact on student achievement.

Person or Persons Responsible

Administration team

Target Dates or Schedule:

Monthly

Evidence of Completion:

As evidenced by updated progress monitoring

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To improve student reading proficiency levels within all content areas using student performance data as measured by Discovery Education assessments, Document Based Questions and text-based information.

G1.B1 Effectively using data to plan instruction

G1.B1.S1 Implement curriculum-related literacy activities based on student data

Action Step 1

Language Arts Department will analyze document-based questions, focusing on common assessments, then adjust assessments as necessary according to student data

Person or Persons Responsible

All Language Arts & Reading teachers

Target Dates or Schedule

Year long project in which all common assessments will be evaluated weekly and bi-monthly

Evidence of Completion

Common assessment data analysis activities, along with evaluating common assessments combined with teacher reflections

Facilitator:

Reading Coach, Writing Coach

Participants:

All core teachers

Action Step 2

Math department will analyze text based questions and measure the effectiveness, using student data.

Person or Persons Responsible

All Math teachers

Target Dates or Schedule

One common text based question by course code will be analyzed for every summative assessment.

Evidence of Completion

This strategy will be measured using a 5-point rubric. Student scores will be maintained in a master spreadsheet in the Math 2013-2014 folder on the I-drive

Facilitator:

District Math Coach or in-house teacher

Participants:

Math Teachers

Action Step 3

Social Studies will analyze document-based questions and measure the effectiveness, using student data

Person or Persons Responsible

All Social Studies teachers

Target Dates or Schedule

Common DBQ activities will be created weekly during the entire school year

Evidence of Completion

Lesson plans, grade book categories, summative tests, and student data will be maintained in a master spreadsheet in the Social Studies I-drive

Facilitator:

Reading Coach, DEA district coach

Participants:

Social Studies teachers

Action Step 4

Science will analyze document-based questions and measure the effectiveness, using student data

Person or Persons Responsible

All science teachers

Target Dates or Schedule

Common DBQ activities will be created for each specific unit in science throughout the school year

Evidence of Completion

Student data, lesson plans, and Department meeting notes will be maintained in a master spreadsheet in the science I-drive

Facilitator:

Reading Coach, DEA district coach

Participants:

Science teachers

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

All content area departments will meet monthly and discuss implementation in their core areas.

Person or Persons Responsible

All content area Department Heads and Literacy team will be responsible for monitoring strategies

Target Dates or Schedule

Content area departments will collect data at monthly meetings and Department Heads will then review the teachers' submissions of data to the I-drive. Each 9 weeks the Science, Language Arts, Math department heads will review teacher's submissions of data to the google/I drive, Social Studies will collect data at monthly meetings

Evidence of Completion

The data generated by individual teachers areas will be posted on I-drive in preparation for the monthly meetings; Language Arts & Reading Department will establish a schedule (dates) for data collection per pacing guide. Social Studies will record all data in grade book, agenda and minutes. Social Studies will also complete analysis data collected by all SS teachers (formative assessment) monthly including DBQ mid-term tests in January and assessments before DBQ summative in May;

Plan to Monitor Effectiveness of G1.B1.S1

DBQ answers will be entered by students on classroom responders. Teachers will export results as an excel file. This file will then be uploaded to a shared Google drive file. Language Arts & Reading department will collect data from student responses to common assessments; social Studies will collect worksheets (summative) and DBQ tests at mid-year and end of year.

Person or Persons Responsible

Department Heads, Literacy Team and Administrators

Target Dates or Schedule

Student data will be uploaded at the time DBQs are administered. Language Arts & Reading will collect three times during the year to coincide with Discovery Education results

Evidence of Completion

Every other monthly meeting the data will be compared and shared in each of the departments, strategies via grade book, agenda and department minutes, with data analysis activities.

G1.B1.S2 Use Discovery Education Assessment Data to create collaborative groups for differentiated instruction

Action Step 1

DEA assessments will be given three times during the year in Math, Language Arts and Science to

Person or Persons Responsible

Math, Language Arts and Science teachers give to all of their students

Target Dates or Schedule

Fall, Winter and Spring

Evidence of Completion

DEA assessment data

Facilitator:

DEA district coach

Participants:

All teachers

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

Teachers will examine data from DEA assessments to note trends and individual needs.

Person or Persons Responsible

Math, Science and Language Arts teachers, Administration, Department Heads

Target Dates or Schedule

Three times a year from August through May, 2014.

Evidence of Completion

Evidenced by monthly data chat meeting notes.

Plan to Monitor Effectiveness of G1.B1.S2

Using data to determine instructional decisions; collecting data during monthly data chats

Person or Persons Responsible

Teachers, Reading Coach, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

As evidenced by monthly data chats, lesson plans, teacher analyses and plans

G1.B1.S3 Teachers will teach writing using Six Traits

Action Step 1

Teachers will facilitate a writers workshop using Six Traits of writing

Person or Persons Responsible

Language Arts teachers and the Literacy Coach will analyze formative writing samples for individual growth from August through May, 2014, as documented by lesson plans and reflections.

Target Dates or Schedule

A campus-wide writing plan will be developed by District and Literacy Coach with a timeline for four school-wide writing assessment collection points

Evidence of Completion

Spreadsheets of school-wide writing assessment data with analysis.

Facilitator:

School-based Reading Coach and District Writing Coach

Participants:

All teachers

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

Teachers and Literacy Coach will analyze formative writing samples for individual growth from August through May, 2014

Person or Persons Responsible

Teachers, Literacy Coach and Administration

Target Dates or Schedule

Eight times a year (District and school-based)

Evidence of Completion

Student writing data using six traits rubric.

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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. This 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 a 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 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 and educational and related programs.
- * 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 who 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 a 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.

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 service 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 employ ability 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 Develop (GED) preparation. Literacy Completion Points (LCPs) are awarded when a student demonstrates mastery as measured by approved standardized tests and/or documentation of master 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. To improve student reading proficiency levels within all content areas using student performance data as measured by Discovery Education assessments, Document Based Questions and text-based information.

G1.B1 Effectively using data to plan instruction

G1.B1.S1 Implement curriculum-related literacy activities based on student data

PD Opportunity 1

Language Arts Department will analyze document-based questions, focusing on common assessments, then adjust assessments as necessary according to student data

Facilitator

Reading Coach, Writing Coach

Participants

All core teachers

Target Dates or Schedule

Year long project in which all common assessments will be evaluated weekly and bi-monthly

Evidence of Completion

Common assessment data analysis activities, along with evaluating common assessments combined with teacher reflections

PD Opportunity 2

Math department will analyze text based questions and measure the effectiveness, using student data.

Facilitator

District Math Coach or in-house teacher

Participants

Math Teachers

Target Dates or Schedule

One common text based question by course code will be analyzed for every summative assessment.

Evidence of Completion

This strategy will be measured using a 5-point rubric. Student scores will be maintained in a master spreadsheet in the Math 2013-2014 folder on the I-drive

PD Opportunity 3

Social Studies will analyze document-based questions and measure the effectiveness, using student data

Facilitator

Reading Coach, DEA district coach

Participants

Social Studies teachers

Target Dates or Schedule

Common DBQ activities will be created weekly during the entire school year

Evidence of Completion

Lesson plans, grade book categories, summative tests, and student data will be maintained in a master spreadsheet in the Social Studies I-drive

PD Opportunity 4

Science will analyze document-based questions and measure the effectiveness, using student data

Facilitator

Reading Coach, DEA district coach

Participants

Science teachers

Target Dates or Schedule

Common DBQ activities will be created for each specific unit in science throughout the school year

Evidence of Completion

Student data, lesson plans, and Department meeting notes will be maintained in a master spreadsheet in the science I-drive

G1.B1.S2 Use Discovery Education Assessment Data to create collaborative groups for differentiated instruction

PD Opportunity 1

DEA assessments will be given three times during the year in Math, Language Arts and Science to

Facilitator

DEA district coach

Participants

All teachers

Target Dates or Schedule

Fall, Winter and Spring

Evidence of Completion

DEA assessment data

G1.B1.S3 Teachers will teach writing using Six Traits

PD Opportunity 1

Teachers will facilitate a writers workshop using Six Traits of writing

Facilitator

School-based Reading Coach and District Writing Coach

Participants

All teachers

Target Dates or Schedule

A campus-wide writing plan will be developed by District and Literacy Coach with a timeline for four school-wide writing assessment collection points

Evidence of Completion

Spreadsheets of school-wide writing assessment data with analysis.

Appendix 2: Budget to Support School Improvement Goals