2013-2014 SCHOOL IMPROVEMENT PLAN

Hiland Park Elementary School
2507 E BALDWIN RD
Panama City, FL 32405
850-767-4685

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	69%

Alternative/ESE Center	Charter School	Minority Rate
No	No	38%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Hiland Park Elementary School

Principal
Angela Hutchinson

School Advisory Council chair
Terry Nowaczyk

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

Name	Title
Angela Hutchinson	Principal
Russell Brock	Admin. Asst.
Alicia Lashley	Teacher
Kelley Peavler	Teacher
Ashley McCluskey	Teacher
Kim Smith	Teacher
Jennifer Allen	Teacher
Becky Fulcher	Teacher
Judy Smith	Guidance
Vicki Yeats	Speech/Lang.

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

Angela Hutchinson -Principal
Kalane Mathson - Teacher
Krystal Adcock - Teacher
Michelle Spencer - Teacher
Jennifer Allen - Teacher
Tammy Kirkland - Business Partner

Margaret Webster - Parent
Ann Wing - Parent
Dana Blount - Parent
Terry Nowaczyk - Parent/Chairperson
Gnae Swann - Parent
Derrick Swann - Parent
Beth Warren - Ed. Support
Crystal Dixon- Parent
Lindsay Haid - Parent
Dedric Smith - Parent
Pat Perno - Parent
LaRhrann Stuckey Parent
Connie Williams - Parent

Involvement of the SAC in the development of the SIP

The data was shared with the SAC along with feedback from the staff of the review and revision of the strategies. Feedback/input was solicited from the SAC in reference to additional strategies, thoughts or concerns.

Activities of the SAC for the upcoming school year

The SAC will be involved in a review of the data quarterly and an update on the progress or revisions will be provided to the SAC at this time.

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

None at this time. If funds become available, the SAC will decide how they will support the school improvement plan.

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

Not In Compliance

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

We are currently in the process of voting and finalizing membership.

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:

Angela Hutchinson		
Principal	Years as Administrator: 13	Years at Current School: 0

Credentials	BS in Elem. Ed. MS in Ed. Leadership EdS in Curriculum and Instruction
Performance Record	Principal of Oscar Patterson Elementary Magnet School 2012-13 Grade: F, Reading Mastery: 32, Math 30, Science Mastery: 16% 2011-2012 Grade: D, Reading Mastery: 34, Math 35, Science Mastery: 20% 2010-2011 Grade: C, Reading Mastery: 54%, Math Mastery: 60%, Science Mastery: 39%, Black, Ec. Disad. and SWD did not make AYP in reading and math. 2009 - 2010 Grade: D, Reading Mastery: 57%, Math mastery: 67%, Science Mastery: 42%. Black, Ec. Disad. and SWD did not make AYP in reading and math. Principal of Hiland Park Elementary from 2007-2009 2008-2009: Grade: A, Reading Mastery: 82%, Math mastery: 78%, Science Mastery: 37%. AYP: 85%, Black and SWD did not make AYP in reading and math. 2007-2008: Grade: A, Reading Mastery 79%, Math Mastery 73%, Science Mastery 50%. The Total, White, and Black subgroup made AYP in reading and math. Student With Disabilities did not make AYP in reading and math. Economically Disadvantaged did not make AYP in math.

Russell Brock		
Asst Principal	Years as Administrator: 9	Years at Current School: 1

Credentials	B.S. Social Science Education M.S. Educational Leadership
Performance Record	2012-2013 Florida State University School (K-12 Developmental Lab School) Grade Pending 2011-2012 Florida State University School (K-12 Developmental Lab School) Grade A 2010-2011 Florida State University School (K-12 Developmental Lab School) Grade A 2009-2010 Florida State University School (K-12 Developmental Lab School) Grade A 2008-2009 Mosley High School Grade B 2007-2008 Mosley High School Grade A 2006-2007 Mosley High School Grade B 2005-2006 Mosley High School Grade A

Instructional Coaches

# of instructional coaches
3

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

Instructional Coach Information:

Tracy Rogers		
Part-time / District-based	Years as Coach: 2	Years at Current School: 1
Areas	Reading/Literacy	

Credentials	BS & FL certification Elementary Education 1-6 MS & FL certification Reading K-12 National Board Certification middle childhood generalist 2004-2014
Performance Record	Highly qualified to work with faculty members at schools across the district to build their capacity with instructional and structural practices to facilitate school improvement focusing in the area of English Language Arts.

Karen Beck		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0

Areas	RtI/MTSS
Credentials	BS Elementary Education certified 1-6, Educational consultant for Houghton Mifflin Harcourt, Lead tutor for SES, Classroom teacher for 28 years, Full-time inclusion teacher for 14 years, currently working on reading endorsement.
Performance Record	I am highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.

Lisa Moore		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	
Performance Record	

Classroom Teachers

# of classroom teachers
47

 # receiving effective rating or higher
46, 98%

 # Highly Qualified Teachers
98%

 # certified in-field
40, 85%

 # ESOL endorsed
16, 34%

 # reading endorsed
7, 15%

 # with advanced degrees
7, 15%

 # National Board Certified
7, 15%

 # first-year teachers
6, 13%

 # with 1-5 years of experience
10, 21%

with 6-14 years of experience
8, 17%

with 15 or more years of experience
22, 47%

Education Paraprofessionals

of paraprofessionals
14

Highly Qualified
14, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above
4

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

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

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

Provide a grade chair to assist/mentor new teachers. Allow new teachers the opportunity to visit model classrooms within the school and throughout the district. New teachers will participate in Bay District's New Teacher induction program. ESOL and Gifted endorsement opportunities will be provided to any out-of-field teachers.

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

Currently we have 4 new teachers on staff. They have been assigned to a teacher on their grade level and meet weekly to provide guidance. Administration meets with the teachers monthly to discuss concerns and provide feedback.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

The MTSS team meets monthly to discuss data. Teachers present progress monitoring data to the team and discuss intervention success or if a change is needed. During these meetings resources are leveraged to support the intervention process.

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

The MTSS team will meet monthly. They may meet more often at the beginning of the year, if necessary. The MTSS team functions to review on-going AYP, FCAT, DE data and other universal screening data to match interventions to student needs and stakeholder acountability.

Karen Beck (MTSS Staff Training Specialist)-Supports school with implementation of MTSS; regularly shares information with administrators/contact person; provides professional development to faculty and staff based on area of need; attends School Based Leadership Meetings as available; assists with data analysis and development of intervention plans; and periodically reviews MTSS folders for compliance/ reviews FOCUS report monthly.

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

Angela Pitts and Vicki Yeats (Speech and Language Pathologists)- Educates the team in the role language plays in curriculum, assessment and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Tami Dinan and Judy Smith (Guidance Counselors) –Assists teachers in the collection and presentation of student data, suggest Tier II and Tier III interventions, assist teachers in the communication between school and home regarding educational and behavioral issues. Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assist the school and families to support the child's academic, emotional, behavioral, and social success.

Angela Hutchinson (Administrator) - Provides a common vision for the use of data-based decision-making, ensures the school-based team is implementing MTSS, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

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

The MTSS team will collaborate with the School Improvement Team and the School Advisory Council to help in the development of the School Improvement Plan. The team will provide data on: Tier I, II, and III targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance and Relationship). The MTSS Team contributed to the Professional Development areas of the plan by outlining how MTSS Professional Development will be delivered to faculty and staff.

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

FOCUS, PMRN, Discovery Education Assessment, FCAT, SM5 Reports, Fast ForWord reports, RtI:B website Data, CELLA results, Writing Rubrics, Dibels Next Data System, Easy CBM

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

Training will take place during Pre-school planning days, at faculty meetings, at grade team meetings and through webinars.

Increased Learning Time/Extended Learning Opportunities

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: 480

After-school tutoring for at-risk students in reading and math instruction.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

Classroom data and Discovery Education end-of-year assessment.

Who is responsible for monitoring implementation of this strategy?

Administration and Guidance

Literacy Leadership Team (LLT)

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

Name	Title
Angela Hutchinson	Principal
Russell Brock	Admin. Asst.
Krystal Adcock	Chairman
Vicki Yeats	SLP
Angela Pitts	SLP
Michelle Spencer	Teacher
Jennifer Allen	Teacher
Kalane Mathson	Teacher
Lorri Sizenbach	Teacher
Tracy Burt	Teacher
Judy Smith	Guidance

How the school-based LLT functions

The team is comprised of a representative from each grade level. The team examines data and makes recommendation for school improvement. During the school year, the team meets monthly to review strategies and analyze data. The team will also be responsible for the implementation of the CRP and monitoring with fidelity to ensure that it is being followed at all grade levels.

Major initiatives of the LLT

The major initiative will be ensuring implementation of the Language Arts Common Core Standards. This will require continued emphasis on higher order questioning strategies, writing across the curriculum, and text complexity.

Every Teacher Contributes to Reading Instruction

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

Reading is a priority of Hiland Park. Teachers work to identify students who need differentiated instruction during reading. Instructional groups are a routine part of instruction. Instructional strategies are implemented during reading and in other content areas to improve comprehension. Reading instruction time is guarded in the master schedule. Parent involvement is a strategy to assist instruction. Resources are leveraged to support reading.

Preschool Transition

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

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

The Pre-K teachers and kindergarten teachers work closely throughout the year. During the last quarter, pre-k teachers start to implement strategies to prepare the students for the transition to kindergarten. Kindergarten teachers work with pre-k instructors to provide ideas for summer activities to maintain skills learned.

College and Career Readiness

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

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

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

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	62%	No	75%
American Indian				
Asian				
Black/African American	47%	42%	No	52%
Hispanic	90%	56%	No	91%
White	80%	69%	No	82%
English language learners				
Students with disabilities	53%	33%	No	57%
Economically disadvantaged	61%	51%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	29%	32%
Students scoring at or above Achievement Level 4	109	33%	36%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		67%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		62%	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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

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.			

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	47	55%	57%
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	63%	60%	No	67%
American Indian				
Asian				
Black/African American	47%	36%	No	52%
Hispanic	61%	44%	No	65%
White	69%	69%	Yes	72%
English language learners				
Students with disabilities	43%	44%	Yes	48%
Economically disadvantaged	53%	53%	Yes	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	28%	30%
Students scoring at or above Achievement Level 4	107	33%	35%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		80%	81%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		87%	87%

Middle School Acceleration

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

Algebra I 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			

Geometry 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 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	55	46%	49%
Students scoring at or above Achievement Level 4	12	22%	23%

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			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

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)	10		8
Participation in STEM-related experiences provided for students	12		

Area 6: Career and Technical Education (CTE)

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

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	15	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	49	6%	5%
Students who are not proficient in reading by third grade	71	55%	40%
Students who receive two or more behavior referrals	58	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	36	4%	3%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
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

Utilize the parent liaison to provide information, newsletters, and workshops for parents.
Promote the use of the Parent Portal in all school communication.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase the number of students scoring a Level 3.5 or higher on FCAT Writing by implementing the 6 Traits in writing instruction.

G2. Increase by 3% the number of students in the lowest 25% who make learning gains by: utilizing Center Stage/Number World to supplement, use DEA to identify specific deficiencies and remediate in small group instruction, and use cooperative learning.

G3. Reduce the % of students not making proficiency in math; decrease the number of Hispanic students and Economically Disadvantaged not making proficiency both by 5%, decrease the number of Students with Disabilities not making proficiency by 6%.

G4. HIland Park will revisit the Bully-Proofing Your School program at all grade levels.

G5. Increase the percentage of students making learning gains in reading by 3% to include an increase in the number of students in the lowest quartile who make learning gains in reading by 3%.

G6. The percentage of students scoring proficiency at level 4 and level 5 will increase by 3% (expected 35%).

G7. 1.A Students achieving proficiency at Level Three and above on the Science FCAT will increase by 3% (expected 52%).

G8. 2.A Maintain the percentage of students scoring Level 4 and Level 5 in Science on the FCAT (expected 22%).

G9. The percentage of students achieving at Level 3 and above on FCAT will increase by 3 percent through the implementation of Common Core Standards by providing rigorous comprehension instruction, and analyzing DE assessment results after each administration

G10. The percentage of students achieving at Level 3 and above on FCAT will increase by 3 percent through the implementation of Common Core Standards 3-5, teach higher order thinking word problems with written justifications, and building math vocabulary.

G11. Increase by 3% the number of students achieving at LV 4 or 5 on Math FCAT by having students generate word problems top challenge peers, provide enrichment activities, and differentiating instruction through math groups and SM6.

Goals Detail

G1. Increase the number of students scoring a Level 3.5 or higher on FCAT Writing by implementing the 6 Traits in writing instruction.

Targets Supported
- Writing

Resources Available to Support the Goal
- Writing Achievement Team
- Staff Training Specialist for Writing
- ELA District Team

Targeted Barriers to Achieving the Goal
- Teacher comfort level with 6 Traits

Plan to Monitor Progress Toward the Goal

60 Minute Timed Essays

Person or Persons Responsible
Fourth Grade ELA Team

Target Dates or Schedule:
Beginning, Middle, and End of Year

Evidence of Completion:
Student samples, score charts

G2. Increase by 3% the number of students in the lowest 25% who make learning gains by: utilizing Center Stage/Number World to supplement, use DEA to identify specific deficiencies and remediate in small group instruction, and use cooperative learning.

Targets Supported
- 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)

Resources Available to Support the Goal
- Math Training Specialist
- Math Framework Training
- Math manipulatives

Targeted Barriers to Achieving the Goal
- Math Interventions

Plan to Monitor Progress Toward the Goal

Analyze classroom assessment and DEA result to determine progress of interventions

Person or Persons Responsible
Classroom teachers, school leadership team

Target Dates or Schedule:
Weekly grade level meetings, monthly leadership meetings

Evidence of Completion:
Classroom assessments and DE assessments.

G3. Reduce the % of students not making proficiency in math; decrease the number of Hispanic students and Economically Disadvantaged not making proficiency both by 5%, decrease the number of Students with Disabilities not making proficiency by 6%.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal
- Math team, supportive administration, math vocabulary word walls, ESE resource teachers, supplemental math materials

Targeted Barriers to Achieving the Goal
- students with limited math vocabulary, students that need accommodations, differentiated materials

Plan to Monitor Progress Toward the Goal

Monitor use of math vocabulary

Person or Persons Responsible
Math Achievement Teams, Admin

Target Dates or Schedule:
monthly, weekly

Evidence of Completion:
Lesson plans

G4. HIland Park will revisit the Bully-Proofing Your School program at all grade levels.

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- Bully Proofing Your School Program

Targeted Barriers to Achieving the Goal
- Student knowledge of what bullying looks like.

Plan to Monitor Progress Toward the Goal

Implementing Bully Proofing Your School

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly PBS meetings.

Evidence of Completion:
Examine data from 2013 student climate with 2014 student climate survey to see if there is a drop in the amount of students concerned about bullying.

G5. Increase the percentage of students making learning gains in reading by 3% to include an increase in the number of students in the lowest quartile who make learning gains in reading by 3%.

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

Resources Available to Support the Goal
- district training, district reading conference, grade level meetings/trainings, reading achievement team, MTSS leadership team

Targeted Barriers to Achieving the Goal
- Lack of resources for staff development, time constraints

Plan to Monitor Progress Toward the Goal

Classroom walk-throughs, observations

Person or Persons Responsible
Classroom teachers, Administration

Target Dates or Schedule:
Classroom walk-throughs, observations

Evidence of Completion:
Lesson plans

G6. The percentage of students scoring proficiency at level 4 and level 5 will increase by 3% (expected 35%).

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

Resources Available to Support the Goal
- Grade chairs, Administration, Reading Achievement Team, Literacy Coach

Targeted Barriers to Achieving the Goal
- More rigorous material may be challenging to some students.
- Some high performing students transfer to area charter schools after identification.
- Time restraints

Plan to Monitor Progress Toward the Goal

grade level meetings, classroom walk-throughs

Person or Persons Responsible
Classroom teachers, Administration

Target Dates or Schedule:
monthly

Evidence of Completion:
grade level meeting notes

G7. 1.A Students achieving proficiency at Level Three and above on the Science FCAT will increase by 3% (expected 52%).

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- STEM lab
- SRA Video Science for fourth and fifth grade and Harcourt Science FUSION texts available at all grade levels.

Targeted Barriers to Achieving the Goal
- Limited resources due to lack of funding.
- Length of the school day.
- Lack of familiarity with science concepts.

Plan to Monitor Progress Toward the Goal

Analyze Discovery Education data

Person or Persons Responsible
Science Achievement Team; Classroom Teachers; Administrators

Target Dates or Schedule:
quarterly

Evidence of Completion:
Discovery Education data; meeting notes

G8. 2.A Maintain the percentage of students scoring Level 4 and Level 5 in Science on the FCAT (expected 22%).

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Limited funds for field trips
- Limited resources for some families
- Time restraints

Plan to Monitor Progress Toward the Goal

Review Discovery Education data

Person or Persons Responsible
Science Achievement Teams; Classroom teachers

Target Dates or Schedule:
throughout the 2013-2014 school year

Evidence of Completion:
Discovery Education results

G9. The percentage of students achieving at Level 3 and above on FCAT will increase by 3 percent through the implementation of Common Core Standards by providing rigorous comprehension instruction, and analyzing DE assessment results after each administration

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- Science - Elementary School

Resources Available to Support the Goal
- Literacy Coach, professional development, curriculum resources, schedules

Targeted Barriers to Achieving the Goal
- Time for teachers to collaborate and plan. Common core instructional Resources

Plan to Monitor Progress Toward the Goal

DEA data

Person or Persons Responsible
Admin., Grade Chairs, MTSS Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Lesson Plans, DEA data

G10. The percentage of students achieving at Level 3 and above on FCAT will increase by 3 percent through the implementation of Common Core Standards 3-5, teach higher order thinking word problems with written justifications, and building math vocabulary.

Targets Supported
- 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)

Resources Available to Support the Goal
- Math Data Teams
- Common planning time
- Supportive administration
- professional development
- Instructional Coaches

Targeted Barriers to Achieving the Goal
- No Follow through once data is received
- fidelity of implementation of instructional programs/ practices
- lack of resources
- lack of time to plan

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G11. Increase by 3% the number of students achieving at LV 4 or 5 on Math FCAT by having students generate word problems top challenge peers, provide enrichment activities, and differentiating instruction through math groups and SM6.

Targets Supported

- 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)

Resources Available to Support the Goal

- Higher Order Thinking Problems in Curriculum, Success Maker 6 program, Math enrichment activities

Targeted Barriers to Achieving the Goal

- Time to differentiate instruction

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

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

G1. Increase the number of students scoring a Level 3.5 or higher on FCAT Writing by implementing the 6 Traits in writing instruction.

G1.B1 Teacher comfort level with 6 Traits

G1.B1.S1 6 Traits of Writing Professional Development

Action Step 1

Professional Development in the Six Traits, in three sessions

Person or Persons Responsible

Instructors: Margo Anderson and Tracy Rogers

Target Dates or Schedule

September 17: Traits 1 & 2 October 1: Traits 3 & 4 Novemeber 5: Traits 5 & 6 December 3: Traits 1 & 2 January 7: Traits 3 & 4 February 11: Traits 5 & 6 March 4: Review of all traits

Evidence of Completion

Sign in sheet, inservice credit

Facilitator:

District Language Arts Specialist

Participants:

New Teachers

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

Student Writing Samples

Person or Persons Responsible

Administration, Writing Team Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Writing Meeting Notes

Plan to Monitor Effectiveness of G1.B1.S1

60 Minuted Timed Essays

Person or Persons Responsible

Fourth Grade ELA Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student samples, score charts

G2. Increase by 3% the number of students in the lowest 25% who make learning gains by: utilizing Center Stage/Number World to supplement, use DEA to identify specific deficiencies and remediate in small group instruction, and use cooperative learning.

G2.B2 Math Interventions

G2.B2.S1 Work with Math training specialist and MTSS team to identify math interventions to differentiate instruction.

Action Step 1

Math Interventions

Person or Persons Responsible

Math Achievement Team, Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

MTSS data

Facilitator:

District Math Specialist

Participants:

New to district and new to teaching

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Reduce the % of students not making proficiency in math; decrease the number of Hispanic students and Economically Disadvantaged not making proficiency both by 5%, decrease the number of Students with Disabilities not making proficiency by 6%.

G3.B1 students with limited math vocabulary, students that need accommodations, differentiated materials

G3.B1.S1 Math vocabulary will be explicitly taught and Math word walls will be used. Students with DIsabilities will recieve support from ESE personnel, supplemental materials will be used to help differentiate math instruction.

Action Step 1

Explicit math vocabulary instruction

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, word walls

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. HIland Park will revisit the Bully-Proofing Your School program at all grade levels.

G4.B1 Student knowledge of what bullying looks like.

G4.B1.S1 Educating students with Bully Proofing Your School.

Action Step 1

Bully Proofing My School Training

Person or Persons Responsible

Special Area Teachers (PE, Art, Music), Guidance, Classroom Teachers, Adminstration

Target Dates or Schedule

Evidence of Completion

Sign in Sheet

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Lesson Plans

Person or Persons Responsible

Adminstration

Target Dates or Schedule

Evidence of Completion

Student attendance on the days of the Bully Proofing Your School.

Plan to Monitor Effectiveness of G4.B1.S1

Frequency of bullying happening at Hiland Park

Person or Persons Responsible

Administration, Teachers, Special Area Teachers, Guidance.

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Examine data from 2013 student climate with 2014 student climate survey to see if there is a drop in the amount of students concerned about bullying.

G5. Increase the percentage of students making learning gains in reading by 3% to include an increase in the number of students in the lowest quartile who make learning gains in reading by 3%.

G5.B1 Lack of resources for staff development, time constraints

G5.B1.S1 Provide district personnel to train teachers on cooperative learning structures and CRISS strategies

Action Step 1

Faculty meetings, trainings

Person or Persons Responsible

Administration, District Personnel

Target Dates or Schedule

Faculty meetings, trainings

Evidence of Completion

registration sign-in

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Classroom walk-throughs, observations, grade level meetings

Person or Persons Responsible

Administration, Grade Chairs

Target Dates or Schedule

Classroom walk-throughs, observations, grade level meetings

Evidence of Completion

Observations, Grade level agendas

Plan to Monitor Effectiveness of G5.B1.S1

Faculty meetings, trainings

Person or Persons Responsible

Adminstrators, District Personnel

Target Dates or Schedule

Faculty meetings

Evidence of Completion

registration sign-in

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B1.S4 Use of MTSS interventions which are outlined in the district MTSS manual with required progress monitoring.

Action Step 1

MTSS grade level meetings

Person or Persons Responsible

Classroom teachers, Administration

Target Dates or Schedule

monthly

Evidence of Completion

Required progress monitoring

Action Step 2

MTSS grade level meetings

Person or Persons Responsible

Classroom teachers, Administration

Target Dates or Schedule

monthly

Evidence of Completion

Required progress monitoring

Facilitator:

MTSS Coach, SRA Trainer

Participants:

Paras

Plan to Monitor Fidelity of Implementation of G5.B1.S4

MTSS grade level meetings

Person or Persons Responsible

Classroom teachers, Administration, MTSS leadership team

Target Dates or Schedule

monthly

Evidence of Completion

required progress monitoring, agenda for MTSS leadership team meeting

Plan to Monitor Effectiveness of G5.B1.S4

MTSS data

Person or Persons Responsible

Classroom teachers, Administration

Target Dates or Schedule

monthly

Evidence of Completion

required progress monitoring

G5.B1.S5 Utilize the Fast For Word program with fidelity for the most at-risk students four times per week.

Action Step 1

weekly reports

Person or Persons Responsible

Paraprofessional for Fast For Word Lab, Classroom teachers

Target Dates or Schedule

monthly

Evidence of Completion

weekly reports

Plan to Monitor Fidelity of Implementation of G5.B1.S5

weekly reports

Person or Persons Responsible

Classroom teachers, Paraprofessional in Fast For Word lab

Target Dates or Schedule

monthly

Evidence of Completion

weekly reports

Plan to Monitor Effectiveness of G5.B1.S5

weekly reports

Person or Persons Responsible

Classroom teachers, Paraprofessional for Fast For Word lab

Target Dates or Schedule

monthly

Evidence of Completion

weekly reports

G6. The percentage of students scoring proficiency at level 4 and level 5 will increase by 3% (expected 35%).

G6.B1 More rigorous material may be challenging to some students.

G6.B1.S1 Grade level meetings to examine data

Action Step 1

grade level meetings

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

weekly grade level meetings

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Grade level meeting notes

Person or Persons Responsible

Classroom teachers, Administration, Reading Achievement team

Target Dates or Schedule

monthly

Evidence of Completion

results of observations

Plan to Monitor Effectiveness of G6.B1.S1

Grade level meetings, classroom walk-throughs, reading achievement team meetings

Person or Persons Responsible

Classroom teachers, Administration, Reading Achievement team

Target Dates or Schedule

monthly

Evidence of Completion

grade level meeting notes, results of observations/walk-throughs, Reading achievement meeting agendas

G6.B2 Some high performing students transfer to area charter schools after identification.

G6.B2.S1 Strive to identify more gifted and talented students. Provide enrichment programs/activities for high achieving students.

Action Step 1

referrals to guidance and psychologist

Person or Persons Responsible

Classroom teachers, guidance staff, psychologist, Administration

Target Dates or Schedule

bi-monthly

Evidence of Completion

Examine number of gifted/talented students

Action Step 2

referrals to guidance and psychologist

Person or Persons Responsible

Classroom teachers, guidance staff, psychologist, Administration

Target Dates or Schedule

bi-monthly

Evidence of Completion

Examine number of gifted/talented students

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Examine list of gifted/talented students

Person or Persons Responsible

Classroom teacher, Administration, Guidance

Target Dates or Schedule

bi-annually

Evidence of Completion

teacher data book, list of gifted/talented students

Plan to Monitor Effectiveness of G6.B2.S1

data chats

Person or Persons Responsible

Classroom teacher, Administration

Target Dates or Schedule

bi-annually

Evidence of Completion

teacher data book, list of talented/gifted students

G6.B3 Time restraints

G6.B3.S1 At the 4th and 5th grade level encourage increased utilization of the media center.

Action Step 1

visits to library

Person or Persons Responsible

Media specialist, classroom teacher

Target Dates or Schedule

weekly

Evidence of Completion

record book of checkouts and library utilization

Plan to Monitor Fidelity of Implementation of G6.B3.S1

record of book checkouts and library utilization

Person or Persons Responsible

Classroom teachers, Media specialist, Administration

Target Dates or Schedule

bi-annually

Evidence of Completion

record of book checkouts and library utilization

Plan to Monitor Effectiveness of G6.B3.S1

record of book checkouts and library utilization

Person or Persons Responsible

Media Specialist, Classroom teachers, Administration

Target Dates or Schedule

bi-annually

Evidence of Completion

record of book checkouts and library utilization

G7. 1.A Students achieving proficiency at Level Three and above on the Science FCAT will increase by 3% (expected 52%).

G7.B1 Limited resources due to lack of funding.

G7.B1.S1 1.A.1 Utilize instructional Focus Calendars created by BDS with a graduated introduction of Steps of the Scientific Method at each grade level. Create a weekly schedule for the STEM lab to include permanent lab times for fifth grade and open lab times for K-4. Continue to build and organize resources for the purpose of incorporating hands-on/inquiry based activities during science instruction.

Action Step 1

Utilize the BDS instructional calendar throughout all grade levels. Create a schedule for the STEM Lab.

Person or Persons Responsible

Science Achievement Team to include a representative from each grade level; classroom teachers

Target Dates or Schedule

Throughout the 2013-14 school year.

Evidence of Completion

Copy of the BDS Science focus calendar; STEM Lab schedule; lesson plans

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Use of STEM lab; Teachers will discuss current science units at grade level meetings.

Person or Persons Responsible

Science Achievement Team; Classroom Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

STEM Lab schedule; meeting notes

Plan to Monitor Effectiveness of G7.B1.S1

Analyze Discovery Education results and other data. Discuss areas of strength and weaknesses. Teachers will discuss new strategies to target areas of weakness.

Person or Persons Responsible

Science Achievement Team

Target Dates or Schedule

quarterly

Evidence of Completion

Discovery Education Results

G7.B2 Length of the school day.

G7.B2.S1 1.A.2 Distribute take home bags to students with limited resources. Take home bag to include lab materials, consumables and support materials.

Action Step 1

The Science Achievement Team will decide when to send take home bags with students.

Person or Persons Responsible

Science Achievement Team

Target Dates or Schedule

The beginning of the year.

Evidence of Completion

meeting notes

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Quarterly the science achievement team will meet to create take home bags.

Person or Persons Responsible

Science Achievement Team

Target Dates or Schedule

quarterly

Evidence of Completion

meeting notes

Plan to Monitor Effectiveness of G7.B2.S1

Track students who receive take home bags. The Science Achievement team will discuss if the lesson was effective.

Person or Persons Responsible

Science Achievement Team

Target Dates or Schedule

quarterly

Evidence of Completion

Student worksheets

G7.B3 Lack of familiarity with science concepts.

G7.B3.S1 1.A.3 Utilize the SRA Video Science Series with fidelity at fifth grade and, as available at other grades, as well as Harcourt Fusion Science Series at all grades. Create a school wide science vocabulary display accessible to the entire student body. Integrate science into the ELA block as informational text to meet common core expectations.

Action Step 1

Plan science lessons using SRA Video Science and/or Harcourt Fusion Science. Integrate science into ELA block. A vocabulary display will be created and updated accordingly.

Person or Persons Responsible

Classroom teachers; administrators

Target Dates or Schedule

throughout the 2013-14 year

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Examine lesson plans

Person or Persons Responsible

Classroom teachers; administrators

Target Dates or Schedule

throughout the 2013-14 school year

Evidence of Completion

lesson plans

Plan to Monitor Effectiveness of G7.B3.S1

Examine Discovery Education results

Person or Persons Responsible

Science Achievement Team; Classroom Teachers; Administrators

Target Dates or Schedule

quarterly

Evidence of Completion

Discovery Education Results

G8. 2.A Maintain the percentage of students scoring Level 4 and Level 5 in Science on the FCAT (expected 22%).

G8.B1 Limited funds for field trips

G8.B1.S1 2.A.1 Utilize outside community resources to foster interest in the area of Science, i.e. guest speakers, field trips.

Action Step 1

Seek outside community resources to foster interest in the area of science.

Person or Persons Responsible

Science Achievement Team; Classroom Teachers

Target Dates or Schedule

throughout the 2013-14 school year

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Plan to utilize outside community resources within grade levels.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

throughout the 2013-14 school year

Evidence of Completion

meeting notes; lesson plans

Plan to Monitor Effectiveness of G8.B1.S1

Listing of outside resources utilized

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

grade level meeting

Evidence of Completion

meeting notes

G8.B2 Limited resources for some families

G8.B2.S1 2.A.2 Continue the Science Fair in fifth grade and include participation of all other grade levels in various formats. Plan and implement a Family Night to share Science Fair projects with parents and community.

Action Step 1

Teach students how to conduct a science experiment and create a science project. Plan a Family Night with student led activities.

Person or Persons Responsible

Science Achievement Team; 5th grade teachers; 5th grade students

Target Dates or Schedule

Spring 2014

Evidence of Completion

Lesson plans; Science Fair Projects

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B2.S1

Examination of percent of students participating. Documentation of parent attendance at Family Night.

Person or Persons Responsible

Science Achievement Team; Classroom Teachers

Target Dates or Schedule

Meeting in the spring of 2014

Evidence of Completion

Examination of percent of students participating. Documentation of parent attendance at Family Night

G8.B3 Time restraints

G8.B3.S1 Departmentalize in the 4th and 5th grades with dedicated time block for Science instruction.

Action Step 1

Departmentalize in the 4th and 5th grades with dedicated time block for Science instruction.

Person or Persons Responsible

4th and 5th grade teachers

Target Dates or Schedule

throughout the 2013-14

Evidence of Completion

schedules

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Dedicate a time block for science instructions

Person or Persons Responsible

4th and 5th grade teachers

Target Dates or Schedule

throughout the 2013-14 year

Evidence of Completion

schedule

Plan to Monitor Effectiveness of G8.B3.S1

Review Discovery Education data

Person or Persons Responsible

Science Achievement Team; Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Discovery Education data

G9. The percentage of students achieving at Level 3 and above on FCAT will increase by 3 percent through the implementation of Common Core Standards by providing rigorous comprehension instruction, and analyzing DE assessment results after each administration

G9.B1 Time for teachers to collaborate and plan. Common core instructional Resources

G9.B1.S1 All teachers will continue to use the Harcourt Reading series with fidelity teaching comprehension strategies during small group guided instruction and insuring high quality literacy centers with text complexity.

Action Step 1

Classroom walk-throughs, examination of lesson plans

Person or Persons Responsible

Classroom teachers, Administration

Target Dates or Schedule

Classroom walk-throughs, examination of lesson plans

Evidence of Completion

examination of lesson plans

Plan to Monitor Fidelity of Implementation of G9.B1.S1

classroom walk-throughs, reading team meetings

Person or Persons Responsible

Administration, Reading Achievement team

Target Dates or Schedule

classroom walk-throughs, reading team meetings

Evidence of Completion

lesson plans

Plan to Monitor Effectiveness of G9.B1.S1

Classroom walk-throughs, weekly lesson plans

Person or Persons Responsible

Classroom teachers, Administration

Target Dates or Schedule

Classroom walk-throughs, weekly lesson plans

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G9.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G9.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G9.B1.S3 All teachers will use Discovery Education to assess students, examine results and individualize reading instruction.

    Action Step 1

        Person or Persons Responsible

        Target Dates or Schedule

        Evidence of Completion

Plan to Monitor Fidelity of Implementation of G9.B1.S3

        Person or Persons Responsible

        Target Dates or Schedule

        Evidence of Completion

Plan to Monitor Effectiveness of G9.B1.S3

        Person or Persons Responsible

        Target Dates or Schedule

        Evidence of Completion

G10. The percentage of students achieving at Level 3 and above on FCAT will increase by 3 percent through the implementation of Common Core Standards 3-5, teach higher order thinking word problems with written justifications, and building math vocabulary.

G10.B3 lack of resources

G10.B3.S1 Staff Training specialists available, addtional math resources in library, Common Core Aligned materials and NGSS materials available for 3-5 for outliers from the FCAT still being assessed.

Action Step 1

Monitor common assessments for patterns indicating success and if additional resources are required for students.

Person or Persons Responsible

Math PLC, grades groups, administration

Target Dates or Schedule

Monthly data chats among various groups: grade groups/ Math Committee, faculty

Evidence of Completion

Classroom assessment, DE Assessments

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G11.B1.S1

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. 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 academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.

• Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

• Carrying out programs and activities related to exemplary teachers using demonstration classrooms.

Title III

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

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

Title X

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

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

Supplemental Academic Instruction (SAI)

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

• modified curriculum

• reading instruction

• after-school instruction

• tutoring

• mentoring

• class size reduction

• extended school year

• intensive skills development in summer school and other methods to improve student achievement

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

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

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

The Housing Rehabilitation Program uses H.U.D., Section 8 Guidelines for total code enforcement on

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

Head Start

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

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

Adult Education

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

Career and Technical Education

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

Job Training

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase the number of students scoring a Level 3.5 or higher on FCAT Writing by implementing the 6 Traits in writing instruction.

G1.B1 Teacher comfort level with 6 Traits

G1.B1.S1 6 Traits of Writing Professional Development

PD Opportunity 1

Professional Development in the Six Traits, in three sessions

Facilitator

District Language Arts Specialist

Participants

New Teachers

Target Dates or Schedule

September 17: Traits 1 & 2 October 1: Traits 3 & 4 Novemeber 5: Traits 5 & 6 December 3: Traits 1 & 2 January 7: Traits 3 & 4 February 11: Traits 5 & 6 March 4: Review of all traits

Evidence of Completion

Sign in sheet, inservice credit

G2. Increase by 3% the number of students in the lowest 25% who make learning gains by: utilizing Center Stage/Number World to supplement, use DEA to identify specific deficiencies and remediate in small group instruction, and use cooperative learning.

G2.B2 Math Interventions

G2.B2.S1 Work with Math training specialist and MTSS team to identify math interventions to differentiate instruction.

PD Opportunity 1

Math Interventions

Facilitator

District Math Specialist

Participants

New to district and new to teaching

Target Dates or Schedule

Monthly

Evidence of Completion

MTSS data

G5. Increase the percentage of students making learning gains in reading by 3% to include an increase in the number of students in the lowest quartile who make learning gains in reading by 3%.

G5.B1 Lack of resources for staff development, time constraints

G5.B1.S4 Use of MTSS interventions which are outlined in the district MTSS manual with required progress monitoring.

PD Opportunity 1

MTSS grade level meetings

Facilitator

MTSS Coach, SRA Trainer

Participants

Paras

Target Dates or Schedule

monthly

Evidence of Completion

Required progress monitoring

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the number of students scoring a Level 3.5 or higher on FCAT Writing by implementing the 6 Traits in writing instruction.	$50,000
G2.	Increase by 3% the number of students in the lowest 25% who make learning gains by: utilizing Center Stage/Number World to supplement, use DEA to identify specific deficiencies and remediate in small group instruction, and use cooperative learning.	$50,000
G5.	Increase the percentage of students making learning gains in reading by 3% to include an increase in the number of students in the lowest quartile who make learning gains in reading by 3%.	$20,000
	Total	$120,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
District	$50,000	$0	$50,000
District and Title 1	$0	$50,000	$50,000
Title 1	$20,000	$0	$20,000
Total	$70,000	$50,000	$120,000

Budget Details

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

G1. Increase the number of students scoring a Level 3.5 or higher on FCAT Writing by implementing the 6 Traits in writing instruction.

G1.B1 Teacher comfort level with 6 Traits

G1.B1.S1 6 Traits of Writing Professional Development

Action Step 1

Professional Development in the Six Traits, in three sessions

Resource Type

Personnel

Resource

Curriculum guidance for writing

Funding Source

District

Amount Needed

$50,000

G2. Increase by 3% the number of students in the lowest 25% who make learning gains by: utilizing Center Stage/Number World to supplement, use DEA to identify specific deficiencies and remediate in small group instruction, and use cooperative learning.

G2.B2 Math Interventions

G2.B2.S1 Work with Math training specialist and MTSS team to identify math interventions to differentiate instruction.

Action Step 1

Math Interventions

Resource Type

Evidence-Based Program

Resource

Math Learning Centers

Funding Source

District and Title 1

Amount Needed

$50,000

G5. Increase the percentage of students making learning gains in reading by 3% to include an increase in the number of students in the lowest quartile who make learning gains in reading by 3%.

G5.B1 Lack of resources for staff development, time constraints

G5.B1.S4 Use of MTSS interventions which are outlined in the district MTSS manual with required progress monitoring.

Action Step 2

MTSS grade level meetings

Resource Type

Personnel

Resource

Paraprofessionals to work with students

Funding Source

Title 1

Amount Needed

$20,000