

2013-2014 SCHOOL IMPROVEMENT PLAN

C C Washington Academy
924 BAY AVE
Panama City, FL 32401
850-767-5576

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center Yes	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

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

C C Washington Academy

Principal

Darnita Rivers

School Advisory Council chair

Robin Barnes

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

Name	Title
Crystal Sullivan-McNeal	Lang. Arts Teacher
Makeda James	Science Teacher
Edward Lee	History Teacher
Angela Brown	Math Teacher
Sue Bowen	Interventionist

District-Level Information

District

Bay

Superintendent

Mr. William V Husfelt

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

SAC members provided input into the school improvement plan and parent involvement goals.

Activities of the SAC for the upcoming school year

SAC members will have input into decision-making regarding all aspects of school functions. The SAC meets quarterly and receives an update on budgets, progress monitoring, and staff development.

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

Other budgets have been used to support the SIP plan. C. C. Washington Academy is a Title I school and our budgets have been used to purchase materials and support professional development as outlined in SIP.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Darnita Rivers		
Principal	Years as Administrator: 13	Years at Current School: 4
Credentials	BA English Education, Dillard University Master of Science – Educational Leadership, Florida State University; English Certification- State of Florida Principal Certification – State of Florida	
Performance Record	Principal of C. C. Washington Academy 2010-2011 School Improvement Rating: Maintaining, Reading 48% learning gains, Math 63% learning gains; Writing 94%; AYP 64%; AP of Jinks 2009-2010 Grade: C, Reading Mastery 68%:, Math mastery: 61%,Writing 82%, Science Mastery: 37%. AP of Rosenwald MS from 2007-2009; 2008-2009 Grade: B, Reading Mastery 69%:, Math mastery: 64%,Writing 86%, Science Mastery: 39%. AYP: 77%, Total, Black, Econ. Disadvantaged, and SWDs did not make AYP in reading. Total, White, Black, Econ. Disadvantaged, and SWDs did not make AYP in math. 2007-2008: Grade: A, Reading Mastery 64%, Math Mastery 66%,Writing 89%, Science Mastery 36%. AYP 100%. 2006-2007: Grade C, Reading Mastery 61%%, Math Mastery 55%, Wriitng 95%,Science 40%. AYP: 85%,Black, Econ. Disadvantaged, and SWDs did not make AYP in reading and math. AP of Hutchinson Beach Elementary 2004-2006. 2005-2006: Grade: A, Reading Mastery 84%, Math Mastery 78%, Writing 67%. AYP: 100%.2004-2005, Grade B, Reading Mastery 84%, Math Mastery 70%, Writing 63%. AYP: 100%. AA of Bay HS 2003-2004, Grade D, Reading Mastery 43%, Math Mastery 63%, Writing 79%, AYP: 67%. Black, Econ. Disadvantaged, SWDs did not make AYP in reading and math	

Ken Phillips		
Asst Principal	Years as Administrator: 14	Years at Current School: 1
Credentials	BS Industrial Psychology. Florida A&M University Master of Science - Educational Leadership, Florida A& M University Certified School Principal- State of Florida Gifted Endorsement Certified Transportation Director for State of Florida	
Performance Record	AP of Rosenwald MS from 2002-2006; 2005-2006 Grade: A, Reading Mastery 63%:, Math mastery: 56%,Writing 94%,; 2004-2005: Grade: C, Reading Mastery 57%, Math Mastery 53%,Writing 76%; 2003-2004 Grade B,Reading mastery 60%, Math mastery 51%, Writing 86%; 2002-2003 Grade B, Reading Mastery 60%, Math Mastery 51%:, Writing 89%;2001-2002 Grade B, Reading Mastery 57%, Math Mastery 51%, Writing 86%	

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Nikki Calton

Part-time / School-based

Years as Coach: 0

Years at Current School:

Areas

RtI/MTSS

Credentials

Performance Record

Lisa Gibson

Part-time / District-based

Years as Coach: 6

Years at Current School:

Areas

RtI/MTSS

Credentials

BA English Literature Florida State University
 Certifications: MG Math 5-9, English 6-12
 ESOL, Reading Endorsed

Performance Record

Sue Bowen

Full-time / District-based

Years as Coach: 3

Years at Current School:

Areas

Other

Credentials

M.Ed., University of West Georgia
 Liscense Mental Health Counselor
 National Board Certified Counselor
 Guidance Certification

Performance Record

Lisa Womack

Part-time / School-based

Years as Coach:

Years at Current School:

Areas

Reading/Literacy

Credentials

Performance Record

Classroom Teachers

of classroom teachers

9

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

100%

certified in-field

9, 100%

ESOL endorsed

2, 22%

reading endorsed

1, 11%

with advanced degrees

3, 33%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

5, 56%

with 6-14 years of experience

4, 44%

with 15 or more years of experience

0, 0%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Principal will meet regularly with new teachers/new to school. Principal On-going
2. New teachers will be partnered with veteran staff. Principal September 2013
3. New teachers will participate in Bay District's New Teacher Induction Program.
District Coordinator of Staff Development

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

Lisa Womack(Literacy Coach) and Susan Witham (Instructional Coach) will mentor Nancy Montague who is still getting acclimated to working with at-risk students.

Angela Brown (C.C. Washington Math Instructor) will mentor Alisa Mugridge who is new to C. C. Washington Academy.

Planned Mentoring Activities: Feedback, modeling, coaching and planning, Ms. Womack will be providing professional development, additional support and resources.

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

RtI team will collaborate with the School Improvement Team and School Advisory Council to help in the development of the School Improvement Plan. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, and Relationship). The RtI Team will also contributed to the Professional Development plan

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

The school-based RTI team includes: RTI Coach, Administrator, guidance counselor, regular education teacher, ESE teacher, Speech Language pathologist, and school psychologist.

Administrator: Darnita Rivers- Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Guidance Counselor: Taveka Jackson-Ross- Provides 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.

MTSS Instructional Specialist – Lisa Gibson – provides support to school level RTI teams, helps with implementation of Tier2/3 strategies at the school, provides resources.

Title 1 Resource Teacher -Nikki Calton- provides intervention services to students, assist teachers with Tier 2/3 intervention strategies, collects data, progress monitors.

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

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

Regular Education Teachers : Makeda James- Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.ESE

Teacher: Angela Brown-Participates in student data collection, integrates core instructional activities/ materials into Tier 2/3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading Coach: Lisa Womack- Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

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

The team will meet monthly to review data on students currently in the RTI process, Common Assessment Data and students' grades to determine Tier placement or dismissal. The team will assess the students who are not meeting expectations and offers strategies and interventions for teachers to implement in the classroom.

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

FCAT, Discovery Education, Dashboards, Snapshot, MAZE, Classworks, etc.

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

The staff received training on RTI during Pre School Inservice and will continue to receive training during after school inservice, webinars, PLCs, and grade group /subject area meetings.

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:

N/A

Strategy Purpose(s)

""

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

N/A

Who is responsible for monitoring implementation of this strategy?

N/A

Literacy Leadership Team (LLT)

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

Name	Title
Lisa Womack	Reading Coach
Crystal Sullivan McNeal	8th grade chair Reading Language Arts
Janice McAllister	6th Reading Language Arts
Nancy Montague	7th Reading Language Arts
Darnita Rivers	Principal
Ken Phillips	Assistant Principal
Alisa Mudgridge	Math Teacher
Edward Lee	History Teacher
Makeda James	Science Teacher

How the school-based LLT functions

The LLT meets the 4th Thursday of every month. The purpose of LLT is to monitor the implementation of the School Improvement Plan by analyzing assessment results, sharing literacy strategies across curriculums as well as discipline data. The LLT will look at school wide data to discover weaknesses and areas for improvement, the LLT team looks at the school data as a whole and provides strategies to make school wide improvements in the areas of curriculum, behavior plans, areas of low testing scores, etc.

Major initiatives of the LLT

The major initiative of the LLT this year will be to evaluate effective literacy strategies across content areas.

Every Teacher Contributes to Reading Instruction

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

The school improvement plan includes reading strategies utilized throughout content areas. The reading coach will provide resources and staff development offerings that will support teachers in their implementation. In addition, teachers will access and review student data to utilize in Common Assessments and DE chats.

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

N/A

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

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	39%	18%	No	45%
American Indian				
Asian				
Black/African American	23%	6%	No	31%
Hispanic				
White	50%	24%	No	55%
English language learners				
Students with disabilities	31%		No	38%
Economically disadvantaged	40%	18%	No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	11%	
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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

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)			

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		<i>[data excluded for privacy reasons]</i>	12%
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	33%		No	40%
American Indian				
Asian				
Black/African American	28%		No	35%
Hispanic				
White	36%		No	42%
English language learners				
Students with disabilities	31%		No	38%
Economically disadvantaged	33%		No	40%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	8%	12%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

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			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

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			
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			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	11%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	8%

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)			
Participation in STEM-related experiences provided for students			

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 <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> 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 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			
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

Our goal is to get an increase in attendance for parent conferences and Title I workshops.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Attendance	30%	30%	35%

Area 10: Additional Targets

Additional targets for the school

To reduce number of ISS / OSS

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	90	90%	80%

Goals Summary

- G1.** To improve proficiency levels in reading, writing, math, and science.

Goals Detail

G1. To improve proficiency levels in reading, writing, math, and science.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Reading Coach, Interventionist, Title I Resource Teacher, MTSS Staff Training Specialist, Writing Staff Training Specialist, READ 180, Classworks trainer, and Title I budget.

Targeted Barriers to Achieving the Goal

- Fidelity of instruction by all instructors
- Lack of student engagement

Plan to Monitor Progress Toward the Goal

If proficiency levels as measured by monthly common assessments or DE testing does not show improvement, lesson plan reviews and CWT Feedback data for the teacher or content area will be reviewed to determine possible root causes. If concern is to an isolated classroom, resources and assistance will be provided to that teacher. If the data indicates concern for content area, then PD will be provided during monthly meetings with coaching follow-up in teacher classrooms. Data for content area in MTSS and LLT meeting will be shared. Teachers with high levels of mastery will be recognized during monthly PD meetings

Person or Persons Responsible

Principal, Asst. Principal, Reading Coach, Title I Resource teacher, and MTSS Coach.

Target Dates or Schedule:

Monthly

Evidence of Completion:

Common Assessments reports, DE data, FOCUS calendar, Lesson plans, CWTs, and minutes from MTSS and LLT meetings.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To improve proficiency levels in reading, writing, math, and science.

G1.B1 Fidelity of instruction by all instructors

G1.B1.S1 Provide staff development and coaching

Action Step 1

6 Traits Writing, KAGAN, CRISS, Differentiated Instruction, Guided Math, and READ 180.

Person or Persons Responsible

Principal, Lead teachers, and Staff Training Specialist

Target Dates or Schedule

Oct- Feb. (See CCWA Professional Development Schedule)

Evidence of Completion

Lesson plans, PD sign in sheets, CWT feedback

Facilitator:

6 Traits Writing Program- Margo Deal, and Darnita Rivers Guided Math- Alisa Mugridge, Ken Phillips READ 180 - Crystal Sullivan-McNeal, Nikki Calton KAGAN -Lisa Womack Differentiated Instruction/ CRISS - Cinda Trexler

Participants:

All teachers

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

Evidence of implementation of the PD topics will be monitored in Lesson plans and CWTs.

Person or Persons Responsible

Administrators will review lesson plans monthly and conduct classroom walk-throughs on a weekly basis using CWT feedback form. The Title I resource teacher and reading coach will assist teachers in implementing READ 180 and Classworks.

Target Dates or Schedule

Classroom walk-throughs will be conducted weekly and lesson plans are reviewed by administrators.

Evidence of Completion

Sign in sheets, lesson plans, and CWT feedback forms

Plan to Monitor Effectiveness of G1.B1.S1

Data collected from common assessments probes, CCWA Writes, KAGAN, CRISS, and READ 180 will be collected. Successful implementation of instructional strategies will be evident if the percentage of students showing mastery improves from month to month.

Person or Persons Responsible

Administrators, Title I Resource teacher, Reading Coach, MTSS Staff Training Specialist will prepare data each month

Target Dates or Schedule

Monthly

Evidence of Completion

Data reports, lesson plans, CWT feedback forms, sign in sheets from PD, MTSS and LLT meetings.

G1.B1.S2 Monitoring instruction through regular focused classroom walk-throughs, providing immediate feedback with a classroom walk-through form.

Action Step 1

Administrators will conduct random, focused-classroom walk-throughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Walk-throughs will be conducted weekly for the entire school year.

Evidence of Completion

Data from the walk-throughs will be collected on a Classroom -walkthrough feedback form. The form identifies evidence of school improvement strategies and other instructional expectations. The feedback from charts the occurrences for each item noted during the CWT.

Facilitator:

District / Co-Administrators

Participants:

Administrators

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

A report displaying data from the look-fors collected during the CWTs each month will be generated and reviewed by administrators and the Leadership Team.

Person or Persons Responsible

Principal

Target Dates or Schedule

The CWT results will be reviewed on a monthly basis.

Evidence of Completion

CWT Feedback chart

Plan to Monitor Effectiveness of G1.B1.S2

Evidence of implementation of school improvement strategies will be collected during CWTs. Fidelity of instruction considered on track if at least 80% of classrooms are observed to be implementing school improvement strategies during the CWTs each month. If CWT data indicates that a content area group or teacher is experiencing difficulty with implementing the school improvement strategies with fidelity, expectations will be clarified and any needed resources be provided.

Person or Persons Responsible

Administration and Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

CWT Feedback Spreadsheet and Leadership Team Meeting minutes.

G1.B2 Lack of student engagement

G1.B2.S1 To monitor the implementation of KAGAN and PBS

Action Step 1

Administrators will conduct random, focused-classroom walk-throughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Walk-throughs weekly for the entire school year

Evidence of Completion

CWT forms, Lesson plans, Fidelity checks

Facilitator:

District KAGAN coaching- Lisa Womack PBS coach- Sue Bowen

Participants:

Administrator Teachers

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

A report displaying data from look-fors collected during CWTs each month will be generated and reviewed by administrators and the Leadership Team.

Person or Persons Responsible

Administrators and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Evidence feedback chart, lesson plans

Plan to Monitor Effectiveness of G1.B2.S1

Evidence of implementation of KAGAN and PBS strategies will be collected during CWTs. Fidelity of implementation considered on track if at least 80% of classrooms are observed to be implementing KAGAN and PBS strategies during the CWTs each month. If CWT data indicates that a content area group or teacher is experiencing difficulty with implementing the KAGAN and PBS strategies with fidelity, expectations will be clarified and any needed resources be provided.

Person or Persons Responsible

Administrators, Reading Coach, Interventionist, and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

CWT Feedback Spreadsheet, Leadership Team Meeting minutes, and lesson plans.

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 II

Funds from Title II, Title I Part A, Title III, and various state and local allocations are used for the following activities:

- Providing professional development activities
- Carrying out programs and activities that are designed to improve the quality of the teacher force
- Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
- Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
- Carrying out programs and activities related to exemplary teachers using demonstration classrooms.

Title III

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

Title X

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.

The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

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

Supplemental Academic Instruction (SAI)

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

- modified curriculum
- reading instruction
- after-school instruction
- tutoring
- mentoring
- class size reduction
- extended school year
- intensive skills development in summer school and other methods to improve student achievement

Violence Prevention Programs

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

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 proficiency levels in reading, writing, math, and science.

G1.B1 Fidelity of instruction by all instructors

G1.B1.S1 Provide staff development and coaching

PD Opportunity 1

6 Traits Writing, KAGAN, CRISS, Differentiated Instruction, Guided Math, and READ 180.

Facilitator

6 Traits Writing Program- Margo Deal, and Darnita Rivers Guided Math- Alisa Mugridge, Ken Phillips READ 180 - Crystal Sullivan-McNeal, Nikki Calton KAGAN -Lisa Womack Differentiated Instruction/ CRISS - Cinda Trexler

Participants

All teachers

Target Dates or Schedule

Oct- Feb. (See CCWA Professional Development Schedule)

Evidence of Completion

Lesson plans, PD sign in sheets, CWT feedback

G1.B1.S2 Monitoring instruction through regular focused classroom walk-throughs, providing immediate feedback with a classroom walk-through form.

PD Opportunity 1

Administrators will conduct random, focused-classroom walk-throughs.

Facilitator

District / Co-Administrators

Participants

Administrators

Target Dates or Schedule

Walk-throughs will be conducted weekly for the entire school year.

Evidence of Completion

Data from the walk-throughs will be collected on a Classroom -walkthrough feedback form. The form identifies evidence of school improvement strategies and other instructional expectations. The feedback from charts the occurrences for each item noted during the CWT.

G1.B2 Lack of student engagement

G1.B2.S1 To monitor the implementation of KAGAN and PBS

PD Opportunity 1

Administrators will conduct random, focused-classroom walk-throughs

Facilitator

District KAGAN coaching- Lisa Womack PBS coach- Sue Bowen

Participants

Administrator Teachers

Target Dates or Schedule

Walk-throughs weekly for the entire school year

Evidence of Completion

CWT forms, Lesson plans, Fidelity checks

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To improve proficiency levels in reading, writing, math, and science.	\$2,500
Total		\$2,500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title I Budget	\$2,500	\$2,500
Total	\$2,500	\$2,500

Budget Details

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

G1. To improve proficiency levels in reading, writing, math, and science.

G1.B1 Fidelity of instruction by all instructors

G1.B1.S1 Provide staff development and coaching

Action Step 1

6 Traits Writing, KAGAN, CRISS, Differentiated Instruction, Guided Math, and READ 180.

Resource Type

Professional Development

Resource

Substitutes for teachers to attend professional development trainings Stipends for consultants for professional development trainings

Funding Source

Title I Budget

Amount Needed

\$2,500