

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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New Horizons Learning Center  
3200 MINNESOTA AVE  
Panama City, FL 32405  
850-767-1110

### School Demographics

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

### School Grades History

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### SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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**

New Horizons Learning Center

**Principal**

Craig Bush

**School Advisory Council chair**

Ms. Martha Renfroe

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

Name	Title
Craig Bush	Principal
Jonathan McQuagge	Administrative Assistant
Ken Johansen	Media Specialist/School Improvement Plan Coordinator

#### 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**

- Ms. Martha Renfroe, Chairman, Community Member
- Mr. Craig Bush, Principal
- Mr. Ken Johansen, Media Specialist, School Improvement Plan Coordinator
- Ms. Margaret Tidmore, New Horizons Mentor Program Coordinator
- Mr. Bryan Belk-Kriczky High School Student

**Involvement of the SAC in the development of the SIP**

The School Improvement Plan is reviewed at each SAC meeting. Progress toward goals and problems reaching those goals are reviewed. Title I funding and the integration of this funding towards meeting School Improvement Plan goals are discussed and voted upon.

**Activities of the SAC for the upcoming school year**

SAC will meet at least four times this year.

1. The first meeting in September will review the draft School Improvement Plan for 2013-2014, and will

review the school's progress towards last years AMO.

2. The SAC will meet in the late fall to review the progress of programs towards meeting the school goals.
3. The SAC will meet in the winter/late Spring before the FCAT and EOC testing cycle.
4. The SAC will meet in May to review the year and discuss the next year's School Improvement Plan goals.

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

School Improvement funds will be used in direct support of basic academic instruction and Professional Development that enhances the skills of the instructional staff in those subject areas.

**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:**

**Craig Bush**

Principal	Years as Administrator: 25	Years at Current School: 5
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**Credentials**

A.A. from Jefferson Davis Jr, College in Alabama, B.A. in El. Ed. from the University of West Florida, M.A. in El. Ed. from the University of West Florida Certified in Elementary Education, School Principal, and Exception Student Ed. K-12 ESOL Endorsement for Adm.

**Performance Record**

As a principal, my school, Hiland Park was an "A" school every year except one and that year it was a "B" school. Also, the last two years I was at Hiland Park 2003-04 and 2004-05, we made AYP.

<b>Jonathan McQuagge</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
<b>Credentials</b>	A.A from Gulf Coast State College, B.A. in Social Science Education from Florida State University, M.A. in Educational Leadership from the University of West Florida. Certifications: ESE, Middle Grades Integrated Curriculum, Social Science 6-12, and Educational Leadership.	
<b>Performance Record</b>	As an administrative assistant, my school, Mowat Middle School was an "A" school for the 2012-2013 school year.	

**Instructional Coaches**

**# of instructional coaches**  
2

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

**Instructional Coach Information:**

<b>Sallie Daniels</b>		
Part-time / District-based	Years as Coach: 10	Years at Current School: 7
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Masters Reading/Language Arts, ESOL Certified , VE Certified, Specialist Ed. Leadership	
<b>Performance Record</b>	I am highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.	

<b>Margo Anderson</b>		
Full-time / District-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Other	
<b>Credentials</b>	M.A. Language and Literature B.A. English Reading Endorsement (last component to be completed Oct 2013) 6-12 Secondary English certification	
<b>Performance Record</b>	I am highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.	

**Classroom Teachers**

**# of classroom teachers**

19

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

0%

**# certified in-field**

, 0%

**# ESOL endorsed**

6, 32%

**# reading endorsed**

5, 26%

**# with advanced degrees**

8, 42%

**# National Board Certified**

0, 0%

**# first-year teachers**

2, 11%

**# with 1-5 years of experience**

4, 21%

**# with 6-14 years of experience**

4, 21%

**# with 15 or more years of experience**

9, 47%

**Education Paraprofessionals**

**# of paraprofessionals**

19

**# Highly Qualified**

19, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

5

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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



New Horizons keeps an up to date web site with school specific information. In addition, teachers are encouraged to refer potential teachers to Administration to see if their interest and skills align with New Horizons educational objectives.

**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**

As a small school, both Administrators have a wide range of interactions with the faculty that allow one on one discussions. Through observation and through District level information, Administrators target Staff Development to meet the needs of teacher professional development.

**Literacy Leadership Team (LLT)**

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

Name	Title
Mr. Craig Bush	Principal
Mr. Jonathan McQuagge	Assistant Principal
Ms Michelle Nelson	Reading Teacher
Ms. Michelle Adams	Reading Teacher
Ms. Linda Torrible	Reading Teacher
Ms. Joy Waldron	Reading Teacher
Ms. Sallie Daniels	Reading Resource Teacher

**How the school-based LLT functions**

The LTT meets monthly on the second Wednesday of each month to look at data collected from various sources including READ180, Discovery Education and the analysis of students’ past FCAT results. Using that data the LTT designs effective instructional strategies for students and plans activities to in-service teachers to teacher reading in their content areas.

**Major initiatives of the LLT**

The major goal of the LTT is to improve reading proficiency on our students. We are closely monitoring all Level 1 and Level 2 readers by analyzing their past FCAT performance and using three assessment points of Discovery Education testing to assess their progress during the school year. The Discovery Education data allows us to ascertain growth, identify weakness, and design appropriate and effective instruction.

**Every Teacher Contributes to Reading Instruction**

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

All teachers were trained this year during the in-service days in the Common Core State Standards. A focus of these standards is to integrate reading throughout a teacher's curriculum. The school literacy team also works one on one with the subject area teachers to promote the instruction of reading across the curriculum.

## 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**

Students are enrolled in a Careers focused course on the exploratory wheel. Students have the opportunity to participate in various authentic vocational activities, for instance, The Instructional Television Program and running the school score.

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

The High School Guidance Counselor works individually and on a group basis to promote student awareness of academic and career planning. In addition the Guidance Counselor coordinates with Haney Vocational School for student enrollment in pre and post-graduation training.

### **Strategies for improving student readiness for the public postsecondary level**

This school focuses on helping students change their behaviors. A heavy emphasis on this at the High School level are appropriate behaviors in the work place.

## 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	38%	24%	No	45%
American Indian				
Asian				
Black/African American				
Hispanic				
White	40%	30%	No	46%
English language learners				
Students with disabilities	38%	24%	No	45%
Economically disadvantaged	38%	24%	No	45%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

#### Florida Alternate Assessment (FAA)

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

#### 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)			

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

**Area 3: Mathematics**

**High School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	37%	9%	No	43%
American Indian				
Asian				
Black/African American				
Hispanic				
White	35%	13%	No	42%
English language learners				
Students with disabilities	41%	9%	No	47%
Economically disadvantaged	36%	9%	No	42%

**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**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

**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.			

**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**

**High School Science**

**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			

**Biology 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			

*[data excluded for privacy reasons]*

*[data excluded for privacy reasons]*

**Area 8: Early Warning Systems**

**High School Indicators**

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

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

**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**

Submitted by Title I.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Area 10: Additional Targets**

**Additional targets for the school**

Increase instructional time by decreasing OSS and ISS days

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Decrease OSS and ISS Days from 9% to 7%	1624	9%	7%

## Goals Summary

- G1.** Increase instructional time by decreasing OSS and ISS days. (Use Average Daily Attendance report for data).

## Goals Detail



**G1. Increase instructional time by decreasing OSS and ISS days. (Use Average Daily Attendance report for data).**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

**Resources Available to Support the Goal**

- An established PBS Team, 2012-2013 School Year Data from FOCUS. (Will provide ability to monitor data.) An established job description for a Crisis Intervention Teacher, Title I Funds to allocate between payroll costs and PBS Team training and discipline plan review. The flexibility to revise the school schedule to mitigate potential student disruptions.

**Targeted Barriers to Achieving the Goal**

- Funding limitations for payroll and for staff development and training.
- Schedule changes may require school board approval.
- A Crisis Intervention Teacher must be chosen through the hiring process.
- Picking data points for determining progress.

## Plan to Monitor Progress Toward the Goal

Days of ISS and OSS using the Average Daily Attendance report. Monitor ADA rate for the month and cumulatively for the year to evaluate the impact on the the reduced ISS and OSS days on the ADA rate.

**Person or Persons Responsible**

Mr. Bush and Mr. McQuagge

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Focus ADA reports and analysis.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase instructional time by decreasing OSS and ISS days. (Use Average Daily Attendance report for data).

**G1.B1** Funding limitations for payroll and for staff development and training.

**G1.B1.S1** Review sources of funding. Title I and school budget. Request additional funding from the District.

#### **Action Step 1**

Administration reviews budgets for staff development and training.

#### **Person or Persons Responsible**

Principal, Mr. Bush

#### **Target Dates or Schedule**

Summer 2013

#### **Evidence of Completion**

Funding is secured for summer training and meeting for PBS team and other administrative initiatives to develop strategies to reduce student ISS and OSS days.

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

Identify funding for PBS Team training and for paying stipends for review of the current behavior plan and making revisions to the student handbook as needed. .

#### **Person or Persons Responsible**

Adminstration: Mr. Bush, Ms Swedlund

#### **Target Dates or Schedule**

Summer of 2013

#### **Evidence of Completion**

PBS Team participates in professional development as a team, (Sign in sheets and payment of funds) and applies the information to the development of a new behavior plan. Student handbook is updated with revised behavior plan.

## Plan to Monitor Effectiveness of G1.B1.S1

Review the training and work of the PBS team. Review the updated Behavior Plan.

### Person or Persons Responsible

Administration and PBS Team

### Target Dates or Schedule

Summer of 2013 and Monthly.

### Evidence of Completion

Look for improvements in Monthly Data Reports from 2012-2013 to 2013-2014. Also in PBS and Treatment Team minutes.

**G1.B2** Schedule changes may require school board approval.

**G1.B2.S1** Develop proposed schedule changes in the early summer 2013 to allow for school board approval.

### Action Step 1

Draft revised schedule and submit to Bay District School Board for approval.

### Person or Persons Responsible

Administration: Mr. Bush and Ms. Swedlund

### Target Dates or Schedule

Summer 2013

### Evidence of Completion

Publication of the revised schedule.

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

Publication of the revised schedule.

### Person or Persons Responsible

Administration: Mr. Bush

### Target Dates or Schedule

August 2013

### Evidence of Completion

Copy of the revised schedule.

### Plan to Monitor Effectiveness of G1.B2.S1

Reduction of ISS and OSS days, and increase in Average Daily Attendance rate.

**Person or Persons Responsible**

Administration and PBS Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Analysis of FOCUS ADA report.

### G1.B3 A Crisis Intervention Teacher must be chosen through the hiring process.

**G1.B3.S1** When funding is identified and approved, start the hiring process to find the best employee fit.

**Action Step 1**

New Crisis Intervention teacher is hired and in place.

**Person or Persons Responsible**

Administration: Mr. Bush and Ms. Swedlund

**Target Dates or Schedule**

Summer 2013

**Evidence of Completion**

New Crisis Intervention teacher is hired and in place.

### Plan to Monitor Fidelity of Implementation of G1.B3.S1

Hiring of a Crisis Intervention teacher.

**Person or Persons Responsible**

Administration: Mr. Bush and Ms. Swedlund

**Target Dates or Schedule**

Summer 2013

**Evidence of Completion**

Teacher is placed under contract for 2013 2014 School Year.

## Plan to Monitor Effectiveness of G1.B3.S1

A dedicated Crisis Intervention teacher is hired.

### Person or Persons Responsible

Administration: Mr. Bush and Ms. Swedlund

### Target Dates or Schedule

In the summer of 2013

### Evidence of Completion

Teacher under contract.

## G1.B4 Picking data points for determining progress.

**G1.B4.S1** Review reports available in FOCUS to find a report with the flexibility and conciseness to allow understandable and meaningful data points.

### Action Step 1

Review FOCUS reports for a data point the is clear and captures the intent of the goal.

### Person or Persons Responsible

Administration: Mr. Bush and Ms. Swedlund

### Target Dates or Schedule

September 2013

### Evidence of Completion

Identification of the chosen report.

## Plan to Monitor Fidelity of Implementation of G1.B4.S1

ID Focus report to be used for data analysis.

### Person or Persons Responsible

Administration: Mr. Bush

### Target Dates or Schedule

September 2013

### Evidence of Completion

Report Named. The report chosen was the Average Daily Attendance report. It includes days of ISS and OSS time broken down by grade level and using FOCUS, different time periods can be selected . It also has the ADA broken down by grade level and a composite rate for the school so the impact of the ISS/OSS days can be evaluated in the context of student attendance.

## **Plan to Monitor Effectiveness of G1.B4.S1**

Track the days of ISS and OSS and review the impact on the ADA rate.

### **Person or Persons Responsible**

Administration: Mr. Bush

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Monthly analysis of the data.

## Coordination and Integration

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

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 66% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.

#### Title I, Part C- Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of two and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

- Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
- Support for schools serving migrant students
- Family literacy programs, including such programs that use models developed under Even Start
- The integration of information technology into educational and related programs and
- Programs to facilitate the transition of secondary school students to post secondary education or employment

#### Title I, Part D

The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youth that are enrolled in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of students returning from correctional facilities, and involve collaboration with locally operated correctional facilities.

#### Title II

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

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

#### Title III

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



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

#### Title X

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

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

#### Supplemental Academic Instruction (SAI)

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

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

#### Violence Prevention Programs

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

#### Nutrition Programs

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

#### Housing Programs

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

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

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

#### Head Start

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

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

#### Adult Education

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

#### Career and Technical Education

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

#### Job Training

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

#### Other

## 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.*

## Appendix 2: Budget to Support School Improvement Goals