

2013-2014 SCHOOL IMPROVEMENT PLAN

Everitt Middle School
608 SCHOOL AVE
Panama City, FL 32401
850-767-3776

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 82%
Alternative/ESE Center No	Charter School No	Minority Rate 49%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	1	Melissa Ramsey

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

Current School Status

School Information

School-Level Information

School

Everitt Middle School

Principal

Shirley Baker

School Advisory Council chair

Cathy Bozic

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

Name	Title
Nancy Bleich	ELL Teacher
Crystal Boyette	MTSS Coach
Courtney Buchanan	Reading Teacher
Ashley Phillips	Math Teacher
Jason Grandy	Social Studies Teacher
Michelle Guice	ESE Reading Teacher
Tamera Hannon	ESE Reading Teacher
Lynne Hooper	Social Studies Teacher
Janice Lucas	Literacy Coach
Amanda Mayes	Reading Teacher
Jennifer Miller	Reading Teacher
Jennifer Petro	Science Teacher
Kathy Preuss	ELL Teacher
Jennifer Thomas	Physical Education Teacher
Shirley Baker	Principal

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

Everitt Middle School's School Advisory Council is comprised of parents, teachers and community members, with parents who are non-district employees comprise at least 51% of the membership. Offices include a Chairperson, Co-chairperson and secretary. At the beginning of each year, parents approve the parent membership roster, teachers approve the teacher membership roster, and support personnel approve the support membership roster.

The Council meets at least seven times per year. The role of the School Advisory Council is to provide input and direction for our School Improvement Goals, Title I Budget and other school-related issues as needed.

The 2013-2013 Officers are:

Chairperson - Cathy Bozic (Parent)

Co-Chairperson - Anita Meeks (Parent)

Secretary - Jennifer Miller (Teacher)

Involvement of the SAC in the development of the SIP

A SAC member is invited to attend our Leadership Team's planning days during the summer during which data is reviewed and the previous year's SIP effectiveness is evaluated. At the first SAC meeting of the year, school data and the draft SIP goals and strategies are reviewed. The Council provides feedback and then the SIP is revised. Once completed the SAC Chairperson reviews the final draft and signs off.

Activities of the SAC for the upcoming school year

The SAC meets on the first Monday of each month at 6:00 p.m. (except for December and April). Standard components of the agenda include a Principal's Report, SIP Update and Title I Update. During the Principal's Report, members receive information on upcoming activities or updates on issues brought to the principal's attention at previous meetings.

During the SIP Update, data from Benchmark Testing and Common Assessments are reviewed as well as the progress on the SIP and any needed mid-course corrections.

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

Funds earmarked for the SIP have not been allocated for the last two years. Other budgets have supported the School Improvement Plan. These other funds have supported the purchase of reading and math materials, including computers. Funds have also been allocated to support professional development outlined in the 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

N/A

Highly Qualified Staff

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

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Shirley Baker

Principal

Years as Administrator: 13

Years at Current School: 4

Credentials

BA in English

Masters of Science in Ed Ldrshp; Principal Certification

Performance Record

Principal, Everitt Middle School-2009-Present
 2012-2013, Grade D, Reading Master-42%, Math Master-34%, Science Mastery-29%
 2011-2012:Grade C, Reading Mastery-44%, Math Mastery-44%, Science Mastery-28%
 2010-2011: Grade B, Reading Mastery-64%, Math Mastery-63%, Science Mastery-45%, AYP-74%, All subgroups made AYP in writing. No subgroups made AYP in reading or math.
 2009-2010: Grade C, Reading Mastery-58%, Math Mastery-54%, Science Mastery-38%. AYP-79%- All groups made AYP in writing and Blacks made AYP in math.
 Principal, Mowat Middle School- 2005-2009:
 2008-2009: Grade A, Reading Mastery-85%, Math Mastery-85%, Science Mastery-63%. AYP-100%. Reading Leadership Team named 2009 Top 5 Regional Finalist for Florida Middle School Reading Leadership Team of the Year.
 2007-2008: Grade A, Reading Mastery-84%, Math Mastery-83%, Science Mastery-62%. AYP-100%. Named Florida's 2008 Middle School Literacy Leader;
 2006-2007: Grade A, Reading Mastery-83%, Math Mastery-82%, Science Mastery-70%. AYP-97%, Less than 95% of Hispanics were tested. All subgroups made AYP, including Hispanics. Recognized on Governor's list of 'Top 75 Middle Schools for Making Improvement' and 'Top 75 High Performing Middle Schools'; District 2007 Middle School Principal of the Year;
 2005-2006: Grade A, Reading Mastery-85%, Math Mastery-82%. AYP-100%.
 AP of Bay High School from 2003-2005
 2004-2005: Grade D, Reading Mastery 46%, Math Mastery 72%. AYP-77%, the Total and White subgroups made AYP in both reading and math, Economically Disadvantaged made AYP in math. Black and Students with Disabilities did not make AYP.
 2003-2004: Grade D, Reading Mastery-43%, Math Master-63%. AYP-67%, Total and White subgroups made AYP in reading and math. Black, Economically Disadvantaged and Students with Disabilities did not make AYP.

Phillip Mullins		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	BA in Sports Science; Masters of Science in Ed Ldrship; Principal Certification	
Performance Record	<p>Assistant Principal, Everitt Middle School-2009-Present 2012-2013, Grade D, Reading Master-42%, Math Master-34%, Science Mastery-29% 2011-2012:Grade C, Reading Mastery-44%, Math Mastery-44%, Science Mastery-28% 2010-2011: Grade B, Reading Mastery-64%, Math Mastery-63%, Science Mastery-45%, AYP-74%, All subgroups made AYP in writing. No subgroups made AYP in reading or math. 2009-2010: Grade C, Reading Mastery-58%, Math Mastery-54%, Science Mastery-38%. AYP-79%- All groups made AYP in writing and Blacks made AYP in math.</p>	

Instructional Coaches

of instructional coaches
2

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

Instructional Coach Information:

Janice Lucas		
Full-time / School-based	Years as Coach: 5	Years at Current School: 4
Areas	Reading/Literacy	
Credentials	BS Broadcast Journalism, MA-English Education, Professional Educator's: English 6-12, Reading Endorsed.	
Performance Record	<p>Everitt Middle School 2009 - Present: 2012-2013, Grade D, Reading Master-42%, Math Master-34%, Science Mastery-29% 2011-2012:Grade C, Reading Mastery-44%, Math Mastery-44%, Science Mastery-28% 2010-2011, Grade B, Reading Mastery-64%, Math Mastery-63%, Science Mastery-45%, AYP-74%, All subgroups made AYP in writing. No subgroups made AYP in reading or math.2009-2010: Graded C, Reading Mastery-58%, Math Mastery-54%, Science Mastery-38%. AYP-79%-All groups made AYP in writing and Blacks made AYP in math. A.D. Harris Alternative High 2008-2009: School, Rated Declining. AYP-77%, No subgroups made AYP in rdg or math.</p>	

Crystal Boyette		
Full-time / School-based	Years as Coach: 4	Years at Current School: 4
Areas	RtI/MTSS	
Credentials	BS in Counseling and Psychology, MS counseling and Psychology Certifications: Middle Grades Integrated, Guidance/Counseling-PK-12 ESOL Endorsed	
Performance Record	Everitt Middle School 2009 - Present: 2012-2013, Grade D, Reading Master-42%, Math Master-34%, Science Mastery-29% 2011-2012:Grade C, Reading Mastery-44%, Math Mastery-44%, Science Mastery-28% 2010-2011, Grade B, Reading Mastery-64%, Math Mastery-63%, Science Mastery-45%, AYP-74%, All subgroups made AYP in writing. No subgroups made AYP in reading or math.2009-2010: Graded C, Reading Mastery-58%, Math Mastery-54%, Science Mastery-38%. AYP-79%-All groups made AYP in writing and Blacks made AYP in math.	

Margo Anderson		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	Other	
Credentials	MA in Language and Literature, B.A. in English, Reading Endorsement and Certification for English 6-12	
Performance Record	Highly-qualified to work with site-based faculty to build capacity with instructional and structural practices to facilitate school improvement.	

Classroom Teachers

# of classroom teachers	47
# receiving effective rating or higher	45, 96%
# Highly Qualified Teachers	100%
# certified in-field	47, 100%
# ESOL endorsed	7, 15%

reading endorsed

7, 15%

with advanced degrees

9, 19%

National Board Certified

0, 0%

first-year teachers

8, 17%

with 1-5 years of experience

9, 19%

with 6-14 years of experience

13, 28%

with 15 or more years of experience

17, 36%

Education Paraprofessionals

of paraprofessionals

10

Highly Qualified

10, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

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

To recruit highly qualified teachers, the principal notifies the human resources director of positions that have been difficult to fill and requests posts be made on Social Media venues. Once teachers are hired, the school has implemented the following initiatives to retain teachers:

1. Provide a New Teacher Orientation (Principal).
2. Provide each new teacher with Buddy Teacher for 'go-to' assistance (Principal).

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

Listed below are beginning and/or new to Everitt Middle School teachers . They have been assigned a Buddy Teacher who either teaches the same subject or teaches on the same team. The buddies responsibility is to be an informal 'go-to' person for any questions the new teacher may have.

Kemmy Armstead - Crystal Boyette

Mark Bastedo - Crystal Boyette

Jessica Brantley - Courtney Buchanan

Molly Bryant - Jennifer Miller

Aaron Byas, Jr. - Tamera Hannon

Jacqueline Herbert - Teressa Brayboy

Tasia Holland - Janice Lucas

Patricia Marcino - Jennifer Thomas

Judy Rodriguez - Nancy Bleich

Dave Schwartz - Jennifer Thomas

Thomas Thorpe - Jennifer Van Epps

Natasha Turner - Margot Gall

Michael Williams - Janice Lucas

Tonia Williams - Philip Andrews

The following teacher received a Needs Improvement Rating and has been assigned a mentor from the District. the mentors responsibility is to provide support for lesson development and classroom management.

Gerry McQuagge - Suzanne Witham

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

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

An MTSS team and a school-wide Academic Flow Chart for any student with a D or F has been established as well as a school-wide weekly intervention scheduled time. FLIGHT: students will meet 30 minutes each week in assigned priority areas based on common assessments and student need.

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

The members of the MTSS team consist of all grade levels and academic areas: Mullins (Administrator), Gall (Guidance), Boyette (MTSS Coach), Lucas (Literacy Coach), Large and Barnes (Speech/Language Pathologist), Phillips (6th grade Science), Buchanan (7th grade Reading & Language Arts), Williams (8th Grade Math). Each member is a contact for their grade level and academic area and ensures the implementation of the school's MTSS plan and SIP.

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

Every 3 weeks teachers are required to submit a progress report for any student with a D or F. A comment code must accompany the grade to explain why the grade is a D or F. Comments will include low test scores, attendance or behavior. The MTSS team will review progress reports monthly and make appropriate referral/recommendations for the student.

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

The data systems used for academics Discovery Education monthly assessments, Journeys reading assessments bi-monthly, SRA Corrective Reading documentation. The data system used for behavior is Rtl:B, Florida's Statewide Behavior Database.

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

Professional development was provided by school MTSS Coach at pre-school inservice. District MTSS coach will be available weekly for help sessions and professional development.

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: Weekend Program

Minutes added to school year: 180

Saturday School was implemented in order to decrease the number of students missing instruction due to suspensions. Instead of a student being suspended during the school day, the alternative is being assigned to Saturday School. Saturday School offers students time with a teacher to work in a small group setting to complete classwork, homework, and redo assignments or retake tests/quizzes. When assignments are complete they are also involved in a community service activity centered around campus cleanup.

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?

When students are assigned to Saturday School their names are entered into our behavior database (Rtl:B). Each month reports are reviewed by the Positive Behavior Support Team to assess the effectiveness of our initiatives and to determine if students need additional supports.

Who is responsible for monitoring implementation of this strategy?

Administration is responsible for Saturday School and reviews data with the PBS Team monthly.

Strategy: Summer Program**Minutes added to school year:** 320

Rising Eagle Camp was offered to all incoming 6th graders. This is an opportunity for students to become familiar with the middle school environment before school begins. Students are involved in collaborative activities and are introduced to the expectations at Everitt Middle School. Sessions included, organization, anti-bullying curriculum, and Positive Behavior Support Program. The students were engaged in role playing activities, physical activities, and a school-wide scavenger hunt.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Student names are recorded and throughout the school year the names are reviewed for grade point average and discipline referrals.

Who is responsible for monitoring implementation of this strategy?

Administration and Summer Reading Camp Instructors

Strategy: Extended Day for All Students**Minutes added to school year:** 25

F2A Cafe is offered during the lunch period. Students are assigned by their teachers to make-up assignments, re-do assignments, retake quizzes or tests, or if they have a D or F on an assignment. Students are expected to complete their assignments while they are eating lunch. Teachers volunteer during this period to assist students in completing assignments. There are also consequences if a student does not attend.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Student names are documented and grades and grade point averages are monitored on the students that are assigned frequently. Assigned teacher and parent liaison contact parents when students do not attend and communicate with the assigning teachers. When frequent attendees are identified or a pattern of incomplete work is noted parent conferences are requested.

Who is responsible for monitoring implementation of this strategy?

Implementation is monitored by the assigned teacher and parent liaison.

Strategy: Extended Day for All Students

Minutes added to school year: 1,080

FLIGHT=Focused, Leveled, Intensive Lessons Geared to Higher Thinking
 FLIGHT is a school-wide initiative that will be offered for all students for 30 minutes weekly. FLIGHT will be used to re-teach essential standards, offer pyramid support, provide homework help, make up assignments, and offer enrichment and extra-curricular opportunities.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Students will be assigned to closed sessions based on their common assessment data. Students that are in a closed session will receive re-teaching and remediation. The department and teacher will re-assess the students to monitor their progress.

Who is responsible for monitoring implementation of this strategy?

Administration, department contacts, and teachers are responsible in monitoring monthly common assessment data and when the students are reassessed on skills.

Strategy: Summer Program

Minutes added to school year: 720

Summer Technology Camp was offered to students that wanted to become proficient in the Microsoft Word and Excel. Students will also have the opportunity to receive certification.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Participation in technology courses and student perception surveys will be used to determine success in improving technological skills.

Who is responsible for monitoring implementation of this strategy?

Administration will monitor the attendance and lessons and any subsequent certifications.

Literacy Leadership Team (LLT)

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

Name	Title
Shirley Baker	Principal
Nancy Bleich	ELA Teacher
Crystal Boyette	MTSS Coach

Name	Title
Janice Lucas	Literacy Coach
Jason Grandy	Social Studies Teacher
Courtney Buchanan	ReadingTeacher
Michelle Guice	ESE Teacher
Ashley Phillips	Math Teacher
Jennifer Petro	Science Teacher
Amanda Mayes	ReadingTeacher
Kathy Preuss	ELA Teacher
Lynne Hooper	Social Studies
Jennifer Miller	Reading Teacher
Jennifer Thomas	Physical Education Teacher

How the school-based LLT functions

The LLT is comprised of a cross-section of departments and grade levels. Members include grade chairs and department team leaders. The primary function of the team is to facilitate the development of the school improvement plan, monitor its implementation and provide instructional leadership. The team meets on the last Wednesday of each month. Each year the team completes a book study in order to build its leadership capacity and knowledge of research-based literacy practices. Meetings begin with a book discussion. Data from benchmark or common assessment testing that has been disaggregated by teacher and reporting categories is reviewed. Trends are identified and professional development or mid-course corrections are planned accordingly. Team members also bring data reports to their respective departments for further analysis and planning interventions to be provided during the school-wide intervention plan.

Major initiatives of the LLT

Everitt experienced a 30 point drop in writing this year. Schools across the district experienced similar drops. Consequently, the Superintendent has tasked every school with making writing a priority. Four district-wide writing assessments will be administered. In addition, the 6+1 Traits of Writing program has been designated as the secondary writing program.

Although the lower quartile students experienced significant learning gains in reading and math, proficient students gains did not experience the same gains. Deeper analysis indicates that while our teachers have been successful with remediating gaps in knowledge, lessons lack the rigor that gives students opportunities to think at the higher levels of DOK. Consequently, our second initiative is providing students with non-fiction writing opportunities on a daily basis with an emphasis on text-dependent writing.

Every Teacher Contributes to Reading Instruction

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

The entire faculty received training on the ELA Common Core Standards, including a session on Text Complexity. Also, the school has identified three high yield literacy strategies and are implementing them school-wide. The incorporation of reading strategies is monitored in lesson plans and with a classroom walk-through feedback form.

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

N/A

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

Everitt is currently an candidate school for the International Baccalaureate Middle Years Program (MYP). An integral part of the MYP is the unit framework which guides teachers to integrate subjects and global concepts while teaching required standards.

Another requirement of the MYP is a technology component. As such, Everitt has added an MYP Technology course into the Master Schedule. The course utilize the Problem-based Learning model to emphasize using technology in a variety of situations (e.g. blogging, presenting, creating...)

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

Mid-year, Everitt hosts a High School Programs Day inviting representatives from local high school programs. Students then attend self-selected sessions to learn more about academic options at prospective high school.

At the end of the year, counselors meet with students in social studies classes to review course offerings. Students have the opportunity to select an elective track for the next school year based on their personal interest. 8th graders will complete a career explorations unit identifying their career interests in preparation for selecting a high school program.

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	57%	42%	No	61%
American Indian				
Asian	80%	58%	No	82%
Black/African American	43%	30%	No	49%
Hispanic	68%	51%	No	72%
White	63%	46%	No	66%
English language learners	43%	30%	No	48%
Students with disabilities	36%	20%	No	42%
Economically disadvantaged	52%	35%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	185	24%	50%
Students scoring at or above Achievement Level 4	137	17%	30%

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)	502	62%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	144	71%	75%

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)	[data excluded for privacy reasons]		43%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		20%

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	78	31%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	40	16%	30%

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	56%	38%	No	60%
American Indian				
Asian	80%	65%	No	82%
Black/African American	40%	25%	No	46%
Hispanic	59%	40%	No	63%
White	63%	43%	No	66%
English language learners	43%	50%	Yes	48%
Students with disabilities	34%	18%	No	41%
Economically disadvantaged	51%	31%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	138	19%	50%
Students scoring at or above Achievement Level 4	84	11%	30%

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	552	57%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	136	67%	80%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			30%
Middle school performance on high school EOC and industry certifications			90%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	61%	60%
Students scoring at or above Achievement Level 4	16	37%	40%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			75%
Students scoring at or above Achievement Level 4			25%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	16%	
Students scoring at or above Achievement Level 4	34	13%	

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		640
Participation in STEM-related experiences provided for students	357	48%	80%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	245	28%	15%
Students who fail a mathematics course	37	4%	1%
Students who fail an English Language Arts course	36	4%	1%
Students who fail two or more courses in any subject	37	4%	1%
Students who receive two or more behavior referrals	253	32%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	99	12%	5%

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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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, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School

Resources Available to Support the Goal

- District Writing Consultants
- Literacy Coach
- MTSS Coach
- Title I Budget
- Literacy Leadership Team

Targeted Barriers to Achieving the Goal

- Teacher comfort with programs and strategies
- Fidelity of Instruction by all Instructors
- Inequity of expectations across classrooms

Plan to Monitor Progress Toward the Goal

If the proficiency levels in reading, writing, math and science are improving, then progress towards the goal is being met. However, if proficiency levels are not showing improvement, lesson plan reviews and CWT Feedback data for the department(s) will be reviewed to identify possible root causes. If concern is isolated to a classroom, resources and assistance will be provided to that teacher. If data indicates that concern is department-wide, additional PD will be provided during the monthly Teacher Collaboration Meetings with coaching follow-up in teacher classrooms. Data for each department will be displayed on department bulletin boards. Teachers with high levels of mastery will be recognized during Teacher Collaboration Meetings.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly Leadership Team Meetings

Evidence of Completion:

Leadership Team Meeting Minutes

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 Teacher comfort with programs and strategies

G1.B1.S1 Provide staff development and coaching.

Action Step 1

Staff development for 6 Traits Writing Program, 5E Learning Cycle Model, Differentiated Instruction, Guided Math, Text-dependent Writing and Voyager/SRA.

Person or Persons Responsible

Principal will secure facilitators.

Target Dates or Schedule

October - January (See Everitt Staff Development Schedule.)

Evidence of Completion

Staff Development Schedule and AIMS sign-in sheets

Facilitator:

6 Traits Writing Program - Margo Anderson, Tracy Rogers and Shirley Baker
5E Learning Cycle Model - Paula Weaver
Differentiated Instruction - Janice Lucas
Guided Math - Phillip Mullins and Cylle Rowell
Text Dependent Writing - Janice Lucas
Voyager/SRA - Janice Lucas

Participants:

All teachers according to content needs and/or self-assessment needs.

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

Evidence of implementation of the PD topics will be monitored in Lesson Plans, Classroom Walk-throughs and completion of the coaching cycle.

Person or Persons Responsible

Department administrators will randomly review lesson plans monthly and conduct classroom walk-throughs on a weekly basis using a customized CWT feedback form. The math specialists will utilize the coaching cycle model to assist teachers in implementing Guided Math in intensive math classes.

Target Dates or Schedule

Classroom Walk-throughs will be conducted on a weekly basis, lesson plans are reviewed by administrators monthly.

Evidence of Completion

AIMS Sign-in Sheets, Lesson Plans and CWT feedback forms.

Plan to Monitor Effectiveness of G1.B1.S1

The data collected from monthly department common assessments probes, monthly Eagles Write Assessment and the Voyager/SRA assessments 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, MTSS Coach and Literacy Coach will prepare data each month.

Target Dates or Schedule

Data will be reviewed at the monthly Literacy Leadership Team meetings.

Evidence of Completion

DEA Data Reports, Voyager/SRA charts, Eagles Write charts and Leadership Team minutes.

G1.B2 Fidelity of Instruction by all Instructors

G1.B2.S1 Monitor instruction through regular focused classroom walk-throughs, providing immediate feedback with a classroom walk-through feedback 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 form charts the occurrences for each item noted during the CWT.

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

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.B2.S1

Evidence of implementation of school improvement strategies will be collected during CWTs. Fidelity of instruction will be considered on track if at least a 80% of classrooms are observed to be implementing department-appropriate school improvement strategies during the CWTs each month. If CWT data indicates that a department 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.B3 Inequity of expectations across classrooms

G1.B3.S1 Create Professional Learning Community structures to allow time for teachers to collaborate and analyze data.

Action Step 1

Implement Department Instructional Focus Calendars with common assessments.

Person or Persons Responsible

Department Contacts

Target Dates or Schedule

During summer planning days in June.

Evidence of Completion

Copy of department focus calendars and DEA Probes.

Action Step 2

Implement school-wide literacy strategies (Summarizing and Note-taking, Identifying Similarities and Differences, Higher-order Questioning and Text Dependent Writing) and department specific research-based strategies (6 Traits Writing, 5E Learning Cycle Model, and Guided Math).

Person or Persons Responsible

Content-area Teachers

Target Dates or Schedule

During weekly lessons.

Evidence of Completion

Lesson Plans and CWT feedback forms.

Facilitator:

6 Traits Writing Program - Margo Anderson, Tracy Rogers and Shirley Baker
5E Learning Cycle Model - Paula Weaver
Differentiated Instruction - Janice Lucas
Guided Math - Phillip Mullins and Cylle Rowell
Text Dependent Writing - Janice Lucas
Voyager/SRA - Janice Lucas

Participants:

All teachers according to content needs and/or self-assessment needs.

Action Step 3

Implement a school-wide intervention program, FLIGHT (Focused Leveled Instruction Geared to Higher Thought). Teachers will use data from the previous week's common assessment data or classroom assessments to identify students who are in need of re-teaching for a particular skill. These students will be assigned to a session during the school-wide intervention program for a focused lesson to re-teach the specific skill. Students who have shown master

Person or Persons Responsible

Entire Faculty.

Target Dates or Schedule

Every Thursday.

Evidence of Completion

FLIGHT Session Schedule, FLIGHT Closed Session Student Assignment List and FLIGHT Detention List

Facilitator:

Principal and FLIGHT Planning Team

Participants:

All Teachers

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

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

Monthly

Evidence of Completion

CWT Feedback Spreadsheet and Leadership Team Meeting Minutes.

Plan to Monitor Effectiveness of G1.B3.S1

Evidence of implementation of school improvement strategies will be collected during CWTs. Fidelity of instruction will be considered on track if at least a 80% of classrooms are observed to be implementing department-appropriate school improvement strategies during the CWTs each month. If CWT data indicates that a department 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

Administrators and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

CWT Spreadsheet and LLT Minutes

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).

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 Teacher comfort with programs and strategies

G1.B1.S1 Provide staff development and coaching.

PD Opportunity 1

Staff development for 6 Traits Writing Program, 5E Learning Cycle Model, Differentiated Instruction, Guided Math, Text-dependent Writing and Voyager/SRA.

Facilitator

6 Traits Writing Program - Margo Anderson, Tracy Rogers and Shirley Baker
5E Learning Cycle Model - Paula Weaver
Differentiated Instruction - Janice Lucas
Guided Math - Phillip Mullins and Cylle Rowell
Text Dependent Writing - Janice Lucas
Voyager/SRA - Janice Lucas

Participants

All teachers according to content needs and/or self-assessment needs.

Target Dates or Schedule

October - January (See Everitt Staff Development Schedule.)

Evidence of Completion

Staff Development Schedule and AIMS sign-in sheets

G1.B3 Inequity of expectations across classrooms

G1.B3.S1 Create Professional Learning Community structures to allow time for teachers to collaborate and analyze data.

PD Opportunity 1

Implement school-wide literacy strategies (Summarizing and Note-taking, Identifying Similarities and Differences, Higher-order Questioning and Text Dependent Writing) and department specific research-based strategies (6 Traits Writing, 5E Learning Cycle Model, and Guided Math).

Facilitator

6 Traits Writing Program - Margo Anderson, Tracy Rogers and Shirley Baker
 5E Learning Cycle Model - Paula Weaver
 Differentiated Instruction - Janice Lucas
 Guided Math - Phillip Mullins and Cylle Rowell
 Text Dependent Writing - Janice Lucas
 Voyager/SRA - Janice Lucas

Participants

All teachers according to content needs and/or self-assessment needs.

Target Dates or Schedule

During weekly lessons.

Evidence of Completion

Lesson Plans and CWT feedback forms.

PD Opportunity 2

Implement a school-wide intervention program, FLIGHT (Focused Leveled Instruction Geared to Higher Thought). Teachers will use data from the previous week's common assessment data or classroom assessments to identify students who are in need of re-teaching for a particular skill. These students will be assigned to a session during the school-wide intervention program for a focused lesson to re-teach the specific skill. Students who have shown master

Facilitator

Principal and FLIGHT Planning Team

Participants

All Teachers

Target Dates or Schedule

Every Thursday.

Evidence of Completion

FLIGHT Session Schedule, FLIGHT Closed Session Student Assignment List and FLIGHT Detention List

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.	\$8,200
Total		\$8,200

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Total
Title I	\$3,000	\$4,400	\$7,400
School Budget	\$0	\$800	\$800
Total	\$3,000	\$5,200	\$8,200

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 Teacher comfort with programs and strategies

G1.B1.S1 Provide staff development and coaching.

Action Step 1

Staff development for 6 Traits Writing Program, 5E Learning Cycle Model, Differentiated Instruction, Guided Math, Text-dependent Writing and Voyager/SRA.

Resource Type

Professional Development

Resource

Substitutes and stipends for teachers attending staff development and release time to meet with coaches.

Funding Source

Title I

Amount Needed

\$3,000

G1.B3 Inequity of expectations across classrooms

G1.B3.S1 Create Professional Learning Community structures to allow time for teachers to collaborate and analyze data.

Action Step 1

Implement Department Instructional Focus Calendars with common assessments.

Resource Type

Other

Resource

Planning Time to meet with departments during the summer to develop/revise instructional focus calendars and common assessments.

Funding Source

Title I

Amount Needed

\$4,400

Action Step 3

Implement a school-wide intervention program, FLIGHT (Focused Leveled Instruction Geared to Higher Thought). Teachers will use data from the previous week's common assessment data or classroom assessments to identify students who are in need of re-teaching for a particular skill. These students will be assigned to a session during the school-wide intervention program for a focused lesson to re-teach the specific skill. Students who have shown master

Resource Type

Other

Resource

Stamps for teachers to stamp students planners for closed sessions.

Funding Source

School Budget

Amount Needed

\$800