



## Perry Primary School

400 N CLARK ST, Perry, FL 32347

[https://www.edline.net/pages/perry\\_primary\\_school](https://www.edline.net/pages/perry_primary_school)

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	64%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	31%

### School Grades History

Year  
Grade

### School Board Approval

This plan was approved by the Taylor County School Board on 11/3/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Perry Primary School is to partner with our community and with students' families to provide an equal opportunity for all children to reach their maximum potential and acquire knowledge, skills, values, and attributes needed to become contributing citizens.

##### Provide the school's vision statement

All Teachers Teach, All Students Learn, All Parents Support, Academically We Succeed!

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Perry Primary School is excited to kick off year three with implementing the Academic Parent Teacher Team (APTT)-partnering with families to enable all children to succeed. In an effort to increase family engagement, raise test scores, and equip parents with necessary tools to help their children academically. The goal is to build relationships not only between the teacher and the student but the teacher and the parents/families. It is just as important for there to be positive relationships and collaboration among teachers. Perry Primary utilized the 5Essentials framework and the Title 1 staff, student, and parent survey data to determine the school needed to improve in the area of Collective Responsibility. In schools with strong Collectively Responsibility, teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

There are things implemented that create a school culture and atmosphere where children feel safe and respected.

1. Get to know each student as a person as soon as possible after meeting them. Have each student complete an interest survey. This can give you valuable information that will help you find out who he or she is as a person and how you can best teach and support them.
2. Spend time with students individually every day. It's crucial to make personal connections with your students. They need to know they are important to you.
3. Fill your classroom with positive messages and quotes. Make it impossible for students in your classroom to not feel that they are each destined for greatness.
4. Provide frequent positive feedback. Let students know that they are doing a good job. Tell them that you notice their efforts and appreciate their hard work. Praise is a powerful positive motivational tool.
5. Give students outlets for expression. Create a special place to display student art and writing.
6. Conduct a daily community meeting with students.
7. Allow students to make appointments with you to talk privately about overwhelming problems, issues and dilemmas.
8. Make it clear that everyone in your classroom is to conduct themselves in a respectable manner, treat others with respect and respect the property of others.
9. Make discipline about accountability and growth instead of punishment. Give students who exhibit inappropriate behaviors a place to cool off and calm down. Have them reflect about the unacceptable behavior they engaged in, discuss other ways they could have handled the situation and commit to

taking action steps to insure that it will not happen again. (We use the "Think About It" table, chill zone, cool down, or other area).....

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Perry Primary staff implement the Positive Behavior Support (PBS) model throughout our school. There are very specific observable behaviors for all areas of our school (classroom, hallway, cafeteria, playground). Posters are visible around the school with our PBS Procedures on them as a reminder to everyone. All staff is on board and when children individually or as a class are observed following those procedures they are rewarded with specific verbal praise and receive points which are awarded through DOJO. DOJO is a web-based system where parents can have access to see when their child receives points and how it was earned. The points are visible in the classroom via the Smart Board. Points can be traded in for a preferred activity or tangible item. When a child does not exhibit the expected behaviors then the understanding is that we re-teach just as we would when a child does not understand a skill. If continued disruptions occur after re-teaching and conferencing with the student then the child is asked to move their clip "clip down" from blue to yellow and or red. This data is part of our Tier 1 behavioral data collection to enable support to be given to the teacher and or student if necessary. We also implement Kagan Strategies in our classroom to improve student engagement during instructional time.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

District administrators, school administrators, support staff, office staff, custodian, as well as others are and have been mentors for students targeted through observation or early warning systems as needed some social-emotional support. FSU counselors have and will be providing some counseling services as well for targeted students. The goal at Perry Primary School is that every teacher, administrator, and support staff will target 5 students and their families that appear to be disengaged in school. This is our "reach out" program to get all parents actively engaged in their child's education. Reaching out to these families will be done through personal phone calls, personal letters, invitations, community meetings as well as other direct and indirect ways to make this happen.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Perry Primary has a team who meets mid 9 weeks and end of each 9 week period to review school wide data and EWS indicators. This data is used to help target prevention and/or intervention services for students falling in 3 or more of the EWS indicators. These meetings are put on the master calendar at the beginning of school. EWS data reports, sign in sheets, and follow up meetings are scheduled depending on the EWS indicators of need. If attendance is an issue then parent conferences and/or home visits might be scheduled. If a student is needing academic support then a meeting would be scheduled with the teacher(s) and academic coach to review the data and make some instructional plans for remediation if necessary. The EWS indicators are as follows:

FLKRS/WSS (Kdg) Baseline  
Average Daily Attendance  
Discipline Referrals  
ISS/OSS  
Discovery Education Reading Level

Discovery Education Math Level  
 Failing 1 or more subjects  
 ESE Services  
 504 Services  
 Previous Retention  
 RTI/MTSS Tier  
 Student Demographics including minority & SWD  
 All of the EWS data is pulled from Performance Matters system.

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level			Total
	K	1	2	
Attendance below 90 percent	80	68	40	188
One or more suspensions	39	35	25	99
Course failure in ELA or Math	66	73	18	157
Level 1 on statewide assessment	0	0	0	

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level			Total
	K	1	2	
Students exhibiting two or more indicators	28	44	57	129

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Parent Conferencing  
 Home visits  
 Mentoring  
 Coaching Teachers on Effective Instruction (ELA and Math Coach)  
 Peer Tutors and Cooperative grouping  
 Behavior Management Consultants support  
 Positive Behavior Support intervention  
 FSU Counseling  
 Opportunities for practice, feedback, and error correction as part of the intervention time  
 Allow "wait time" to allow students to process question and generate response  
 Employ graphic organizers  
 Use manipulative based instruction when teaching concepts  
 Math journals to organize learning  
 Intensive reading block (additional time outside core reading block)  
 More Supplemental Differentiated small skill group (during reading and/or math block)  
 Intervention on basic skills or sub skills identified using data

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Perry Primary School will continue to implement a program called APTT ( Academic Parent Teacher Team) that is focused on student data, targeted foundational skills, and parentworkshops/trainings to increase student achievement, attendance, and parent involvement. The school will provide written notice to parents in a format and to the extent practicable, in a language that parents can understand. (See Parental Involvement Plan)

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Perry Primary will collaborate with the local Boys & Girls Club. It is important that the students and parents see the collaborative efforts and partnership that the community has with the schools. This establishment provides academic support, mentoring and tutoring for students in the evening after the normal school day has ended. Perry Primary School partners with Character Education Now! and County Extension Office -Health and Nutrition. Both of these resources provide services in our school for students on a weekly basis. Perry Primary is partnering with Taylor United. Taylor United will be providing a program called "Reading Pals" this school year. Reading Pals is providing volunteers to come in and read with targeted students for 1 hour, 1 day a week.

Perry Primary School networks with the local pre-school providers to ensure that they are informed on readiness skills that children need to be able to come to school and be successful and not start out behind.

It is a goal of the district and school to ensure that all 4 year olds have an opportunity to attend a pre-school. We see the value of partnering with the Headstart programs to ensure that kids that are not eligible under the Early Coalition and don't qualify for early readiness to have the advantage of receiving a scholarship to allow an "wrap around day" that would provide funding for the additional 3 hours that would otherwise not be provided to allow students to attend a full day program.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Sesock, Anne	Dean
Addison, Margie	Other
Fike, Stacey	Other
Morgan, Melanie	Instructional Coach
Reams, Patsy	Instructional Coach
Padgett, Pamela	Principal

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The leadership team will meet a minimum of once a month. The role of the team members will be to help make decisions regarding curriculum and instruction, assessments, and grading. They will support district and school initiatives and be a change agent for other teachers to come on board. They will provide academic support for other teachers through mentoring opportunities. The team members will be resourceful and know how to use data to drive instruction and work with struggling teachers to improve. The team would be a voice for teacher who are not on the team. It is expected that each team member would adhere to professional conduct at all times.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS and School Leadership team will focus meetings around using the problem solving approach to bring out the best in our school, teachers, and students. The team will meet a minimum of once per month. The team will review student data and links it to instruction and intervention decisions; review progress monitoring assessments data, attendance, and referral data school wide, by grade level and by classroom. Students will be identified who are meeting/exceeding expectations, at moderate risk, or at high risk. Students who fall into more than one targeted EWS (Early Warning System) areas will be of high priority. The team will identify professional development needs, resources, and ways to enhance Tier 1 instruction as needed. The team will concentrate and facilitate the process of building consensus and making decisions. After each monthly meeting teachers will be scheduled for data chats with academic coaches and administration to discuss student need and create an academic plan for those students on the EWS target list.

Titel 1 Part A funds are allocated to the Title 1 schools based on FTE. The LEA (local education agency) and the State education agency will serve the school under the Title programs. Title 1 set-asides of 10% and 5% are to provide staff development to all teachers in the areas of need /Non-AYP and to recruit and maintain highly qualified teachers. PPS receives 1% for Parental Involvement to provide school wide activities, training/workshops, and information for students and parents. Paraprofessionals are funded from Title 1. Instructional materials and after school tutoring is provided to eligible students. Title II provides professional development and is coordinated through the Direction of Instruction office. Title X- Homeless provides resources through our Special Services District Coordinator. Supplemental Academic Instructional (SAI) funds are allocated from the district level and pay for teacher salaries during the school year. Title IV funds assist with initiatives such as Character Education through "Character Now!" and Bullying Prevention. Perry Primary School meets the criteria to provide free breakfast and lunch to "all" students as part of the new Federal Nutrition Program.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Pamela Padgett	Principal
Angie Roberts	Principal
Loretta Moses	Education Support Employee
Bryttany Clark	Teacher
Anne Sesock	Education Support Employee
Stacey Fike	Education Support Employee
Melanie Morgan	Education Support Employee
Patsy Reams	Education Support Employee
Deidra Dunnell	Parent
Leslie Sunderland	Parent
Jason Naes	Parent
Shitalba Thakor	Parent
Jamila Nance	Parent
Junie Atkins	Parent
Teresa Compton	Parent
Sondra Shaw	Business/Community
Rob Hilley	Business/Community
Ariel Holmes	Parent
Jacquelyn Pigford	Parent
Darrell Upshaw	Parent
Linda Willis	Parent
Katy curry	Parent
	Student

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The evaluation of the school improvement plan is shared with the School Advisory Council and the District Parent Involvement members in preparation for developing the next school year's plans. Evidence is noted in the SAC agenda and sign in sheet.

*Development of this school improvement plan*

School wide data is shared with the School Advisory Council. School Improvement components are outlined. The 8 step problem solving process is explained in reaching measurable goals and targets for improvement. A draft is submitted to the SAC for review, discussion, and revisions as deemed necessary. SAC gives approval of the School Improvement Plan.

*Preparation of the school's annual budget and plan*

The principal will go over the Title 1 budget and how those funds are allocated. The Title 1 School Improvement Grant initiative will be shared with the SAC members so they have an understanding of what the funds are allocated for to improve student achievement. The SAC budget will be outlined for the members with the understanding that these funds are also used to support school improvement initiatives that support student achievement.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Title 1 Parent Involvement funds were allocated for APTT ( Academic Parent Teacher Team) meetings to increase family/parent engagement. These funds were allocated solely for the purpose of providing information, workshops and trainings to parents on how they can help their child at home which will improve their performance at school. The school purchased handbooks to keep parents informed of policies and procedures. Other materials such as weekly communication folders, cardstock, games pieces, paper & ink for making activities related to the targeted foundational skill that parents got during the APTT meetings.

School Improvement Grant funds provided additional funds for the APTT program K-5. Professional Development was provided for teachers on Kagan and APTT. Principals were provided Cambridge Training to ensure that teachers across the district are being evaluated consistently. These funds provided new computers for the classrooms. Title 1 mentors were provided for new beginning teachers. Funds were allocated to support PBS (Positive Behavior Support). Title 1 funds provide for a technology team that consist of teachers who work with new and targeted teachers. Training is provided on FOCUS, Performance Matters, OnCourse lesson planner, and other programs that support instruction in the classroom.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Padgett, Pamela	Principal
Reams, Patsy	Instructional Coach
Addison, Margie	Other
Morgan, Melanie	Instructional Coach
Sesock, Anne	Dean

**Duties**

**Describe how the LLT promotes literacy within the school**

- Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons;
- Providing scaffolding to meet the unique needs of all students, including students with disabilities that does not -pre-empt or replace text reading by students.
- Developing and asking text dependent questions from a range of questions types;
- Emphasizing students supporting their answers based upon evidence from text;
- Providing extensive research and writing opportunities.

The Reading Leadership Team will create the capacity of reading knowledge within the school. The

team will provide guidance and coordination of implementation efforts at the school level. The team must understand the Florida Standards, Text Complexity, the Comprehension Instructional Sequence, and the instructional skills necessary to improve reading. The RLT must understand the system development of each level; universal, targeted/strategic, and intensive.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

When the school developed the master schedule priority was given to ensuring that each subject area/grade level teacher had 52 minutes of common planning at the same time each day. This provides opportunities for grade level meetings, collaborative team planning, and professional learning communities.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The Director of Personnel keeps in contact with Universities graduation rate in the field of education. The Principal assigns mentor teacher with successful teaching experience and high student performance to beginning first year teachers with education degrees to give support necessary to be a successful and highly effective teacher. Teachers who have degrees outside of education but meet the certification requirements are assigned Peer Teachers. The internship programs at St Leo University and Nova University work in collaboration with our district and school. This allows us the opportunity to have student interns in our classrooms to build capacity in finding teachers when positions are available.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Teachers who have completed the Clinical Ed training and have a satisfactory or above rating for 3 consecutive years, strong in instructional practices and delivery who have strengths in classroom management/procedures are assigned as mentor teachers. Mentor teachers are paired with a teacher in the same grade and content area to provide instructional support.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The district/school adopted a curriculum on the "state approved list". The curriculum maps, pacing guides, and focus calendars are aligned to the New Florida Standards. FCRR activities which are research based and aligned to the standards are utilized as well. Teachers utilize CPALMS course descriptions, standards based lesson plans, and ELA Formative Assessments to drive instruction. Through OnCourse Lesson Planning, standards are embedded within lessons, including accommodations for students. Teachers and administrators can track the fidelity of Standards Based Instruction.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The school uses Discovery Education Data to differentiate instruction. Teachers administer the Fontas & Pinnell Benchmark Assessment which is a formative reading assessment. The assessment measures decoding, fluency, vocabulary, and comprehension skills for students K-2. The assessment is used in determining students' developmental reading levels for the purpose of informing instruction and documenting reading progress. Teachers are required to write their targeted differentiated lesson plans for students. They are to identify the data source, the targeted skill, activity, and how they will assess and determine mastery. Curriculum based assessments are used as well to determine which students did not understand a concept that was taught. The teacher then has the job of re-teaching using a different methodology. An example of how the instruction could be modified might be to break down the skill in short segments allowing for repeated practice.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 1,200

Taylor County provides extended learning opportunities for low performing students in the district. Children are eligible to receive free tutoring through the Title I Tutoring Program. Title I Tutoring services, in addition to, instruction provided during the school day are available to these identified students. These services must be of high quality, research based, and specifically designed to increase a student's academic achievement.

Students who attend a Title I School and who scored a Level 1 or 2 on the FCAT 2.0 reading or math tests or students who scored 40th percentile or below on the SAT 10 in reading or math are identified as eligible students for these services.

The Taylor County School District will give priority to the lowest performing students if there is not enough funds to provide services to all eligible students whose parents request the services. The Taylor County School District will determine which subject children will receive tutoring services based on the most recent standardized test results. Any student participating in the tutoring program will begin receiving the services by October 15th each school year.

Tutoring letters and enrollment forms are sent to eligible students before school begins. Parents choose the company to provide tutoring services. Taylor County contracts with three tutoring companies for Title I tutoring services. Parents can choose between one-on-one tutoring, computer based instruction, and small group instruction. Each of the companies have previously been approved by the FLDOE as a state approved tutoring providers.

### **Strategy Rationale**

### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Various methods of data collection are utilized in order to evaluate the effectiveness of all tutoring programs. First, FCAT 2.0 scores are reviewed and compared for all students receiving tutoring services. At the end of each school year, new FCAT 2.0 scores are compared to the previous year's scores for each child. Both level and scaled score are taken in to consideration to determine if the child made learning gains which would imply that the tutoring program was effective for that student. Next, the district administers a specified district required pre and post assessment for each child participating in tutoring activities. This assessment provides specific skills and benchmarks in which the student is in need of additional instruction; these results are utilized to develop specific learning goals which will drive tutoring instruction for the entire year. Students are monitored throughout tutoring and comparisons are made after students have completed all the required tutoring hours and the post test administered. Finally, the district tutoring coordinator, analyzes all the data collected in order to calculate total percentage of academic improvement distributed by: grade level, subject area, tutoring company, and individual tutor.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Preschool providers are given an opportunity to collaborate and articulate with the primary school staff on the expectations for readiness into kindergarten. The reading coach has provided research and modeled how read alouds can be done in preschool to develop vocabulary and listening comprehension. Team meetings are held with MTSS Specialist, Coaches, and Administrators from the sending and receiving schools to facilitate the transition from one grade level to another. Second graders are provided an opportunity to tour the elementary school in preparation for the transition. Our school incorporates like programs and practices so that kids have a smooth transition as well. (PBS, Kagan, APTT, Use of Journals, and Planners) K-5 articulation meetings are held every month with coaches and administrators from all three schools.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

n/a

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

n/a

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

n/a

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

**Needs Assessment**

**Problem Identification**

**Data to Support Problem Identification**

**Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

**Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

**Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

The school goal is to strengthen Tier 1 instruction throughout our ELA classroom using the core Journey's decodables to ensure kids practice reading and apply phonics skills in the context of print.

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

IOWA and DEA (Discovery Education Assessments) show that the Tier 1 Instruction is not meeting 80% or higher of the student population based on school wide scores. Stakeholders involved in the needs assessment were the grade level chairs, instructional coaches, and administrators.

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Create a culture of high expectations by building supportive relationships with all stakeholders to improve student outcomes.
  
- G2.** Increase student achievement by strengthening the Tier 1 instruction by ensuring all teachers are "listening" to students read every day and using data to drive instruction.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. Create a culture of high expectations by building supportive relationships with all stakeholders to improve student outcomes.** 1a

G073521

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	
Math Gains	

**Resources Available to Support the Goal** 2

- Coaches, SBR Reading Curriculum, SBR Math Curriculum, SRA Intervention Program, PM data sources, Title 1 Parent Involvement Funds, Parent Liaison, APTT Champion Leaders training on implementation.

**Targeted Barriers to Achieving the Goal** 3

- Reading performance, math performance, attendance, lack of parent knowledge on how to help their child

**Plan to Monitor Progress Toward G1.** 8

EWS Data

**Person Responsible**

Melanie Morgan

**Schedule**

Monthly, from 9/4/2015 to 5/20/2016

**Evidence of Completion**

EWS data reports showing improved average daily attendance which means students are coming to school which will improve reading and math performance from AP1 to AP3

**G2.** Increase student achievement by strengthening the Tier 1 instruction by ensuring all teachers are "listening" to students read every day and using data to drive instruction. 1a

G073522

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	
Math Gains	

**Resources Available to Support the Goal** 2

- Science curriculum (Fusion) , MNath curriculum (Go Math!), AIMS activities, SUMS activities, full time math/science coach, fulltime reading coach DEA resources, CPalms, Education City (math and science).

**Targeted Barriers to Achieving the Goal** 3

- Training is needed on how to use DEA math and reading data to drive instruction for new staff. Teachers needed a way to determine the reading level of students to ensure differentiated instruction is occurring.

**Plan to Monitor Progress Toward G2.** 8

Performance data (grades, DEA math and reading, CBM analysis, F& P Benchmark Assessment )

**Person Responsible**

Melanie Morgan

**Schedule**

Monthly, from 9/4/2015 to 5/20/2016

**Evidence of Completion**

Data notebooks, data chats with sign in sheet and action planning implementation evident in classroom

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Create a culture of high expectations by building supportive relationships with all stakeholders to improve student outcomes. **1**

 G073521

**G1.B1** Reading performance, math performance, attendance, lack of parent knowledge on how to help their child **2**

 B192027

**G1.B1.S1** Implement APTT ( Academic Parent Teacher Team) meetings school wide. **4**

 S203479

### Strategy Rationale

Help parents become knowledgeable on how to help their child at home with targeted foundational skills.

### Action Step 1 **5**

APTT meetings

#### Person Responsible

Melanie Morgan

#### Schedule

Quarterly, from 9/8/2015 to 5/10/2016

#### Evidence of Completion

Agenda, parent sign in and parent survey

**Action Step 2** 5

Attendance meetings and record collection data (FOCUS)

**Person Responsible**

Pamela Padgett

**Schedule**

Monthly, from 8/10/2015 to 5/24/2016

***Evidence of Completion***

EWS attendance data

**Action Step 3** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

APTT Fidelity Checklist  
EWS Attendance Data  
FCIM Data

**Person Responsible**

Pamela Padgett

**Schedule**

Monthly, from 9/4/2015 to 5/20/2016

***Evidence of Completion***

APTT checklist, sign in sheets, parent survey Targeted list of priority students from EWS who have chronic absences /improved attendance rate

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Attendance rate

**Person Responsible**

Pamela Padgett

**Schedule**

Monthly, from 9/4/2015 to 5/20/2016

**Evidence of Completion**

ADA Rate Improving

**G1.B1.S2** Implement revised attendance plan which includes incentives for attending school and being on time. 4

 S203480

**Strategy Rationale**

Students will want to come to school and be on time and therefore they will push their parents to make sure they are in school.

**Action Step 1** 5

Incentives: Woohoo! got caught at school today called on intercom  
Attendance awards  
Traveling trophies  
Monthly Drawing for Prizes

**Person Responsible**

Pamela Padgett

**Schedule**

Monthly, from 8/10/2015 to 5/24/2016

**Evidence of Completion**

EWS Data on attendance

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

EWS meetings

**Person Responsible**

Pamela Padgett

**Schedule**

Monthly, from 9/4/2015 to 5/20/2016

***Evidence of Completion***

Master calendar of meeting dates, sign in sheets, EWS data to monitor ADA rates

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

EWS

**Person Responsible**

Pamela Padgett

**Schedule**

Monthly, from 9/4/2015 to 5/20/2016

***Evidence of Completion***

EWS reporting on average daily attendance show improvement, chronic absenteeism decreasing

**G1.B1.S3** Teachers and students set learning goals to improve performance. 4

S203481

**Strategy Rationale**

Students will understand what they are learning and why it is important and how it will help them reach their goals.

**Action Step 1** 5

Identify students failing one or more subjects

**Person Responsible**

Pamela Padgett

**Schedule**

Monthly, from 9/4/2015 to 5/20/2016

***Evidence of Completion***

EWS

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Student data chats

**Person Responsible**

Melanie Morgan

**Schedule**

Monthly, from 9/4/2015 to 5/20/2016

***Evidence of Completion***

Data notebooks, lesson plans targeting students for differentiated instruction to remediate skills

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Students helping to set learning goals

**Person Responsible**

Pamela Padgett

**Schedule**

Monthly, from 9/4/2015 to 5/20/2016

**Evidence of Completion**

Improved performance

**G2.** Increase student achievement by strengthening the Tier 1 instruction by ensuring all teachers are "listening" to students read every day and using data to drive instruction. 1

 G073522

**G2.B1** Training is needed on how to use DEA math and reading data to drive instruction for new staff. Teachers needed a way to determine the reading level of students to ensure differentiated instruction is occurring. 2

 B192028

**G2.B1.S1** Utilize coaches to work with other teachers on using DEA data and how to administer the Fontas and Pinell Benchmark Assessment to drive instruction. 4

 S203482

**Strategy Rationale**

**Action Step 1 5**

Instructional Coaches will provide professional development on using DEA and F & P Benchmark to develop targeted instructional groups.

**Person Responsible**

Melanie Morgan

**Schedule**

On 9/30/2015

**Evidence of Completion**

Agenda, handouts, sign in sheets, student reports

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Data Analysis, Teacher Data Chats

**Person Responsible**

Melanie Morgan

**Schedule**

Quarterly, from 9/5/2014 to 6/5/2015

**Evidence of Completion**

Data notebooks, student performance data chats, and instructional plans

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Data notebooks checks

**Person Responsible**

Melanie Morgan

**Schedule**

Quarterly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Improve student performance

**G2.B1.S2** Ensure all teacher have small differentiated skill group lesson plans in OnCourse that includes data source, targeted skills, activities, and strategies. 4

 S203483

**Strategy Rationale**

**Action Step 1** 5

Lesson plans will be checked and feedback given to teachers

**Person Responsible**

Pamela Padgett

**Schedule**

Weekly, from 9/7/2015 to 5/24/2016

**Evidence of Completion**

Oncourse lesson plans that include standards and curriculum map.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Lesson plans will be reviewed and feedback given as necessary.

**Person Responsible**

Pamela Padgett

**Schedule**

Weekly, from 9/7/2015 to 5/20/2016

***Evidence of Completion***

Oncourse lesson plan reports and feedback notes

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Lesson plans show differentiated skill groups planning

**Person Responsible**

Melanie Morgan

**Schedule**

Quarterly, from 9/4/2015 to 5/20/2016

***Evidence of Completion***

Small group instruction observed through CWT. Improved student performance from AP1 to AP3

**G2.B1.S3** All teachers will have a data notebook with every child's data readily available to bring to scheduled data chats. 4

 S203484

### Strategy Rationale

#### Action Step 1 5

All teachers will have data notebooks with current student data

#### **Person Responsible**

Pamela Padgett

#### **Schedule**

Quarterly, from 9/7/2015 to 5/24/2016

#### **Evidence of Completion**

Data used to determine instructional needs which improve student outcomes

#### Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Data notebooks checks

#### **Person Responsible**

Melanie Morgan

#### **Schedule**

Quarterly, from 9/30/2014 to 6/5/2015

#### **Evidence of Completion**

Teachers differentiated lesson plans are tied to the student data which will improve student outcomes

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

High quality lesson plans ensuring differentiated small group instruction

**Person Responsible**

Melanie Morgan

**Schedule**

Weekly, from 9/7/2015 to 5/20/2016

**Evidence of Completion**

Oncourse lesson plans, data notebooks up to date, and improve student outcomes as evident in EWS

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	APTT meetings	Morgan, Melanie	9/8/2015	Agenda, parent sign in and parent survey	5/10/2016 quarterly
G1.B1.S2.A1	Incentives: Woohoo! got caught at school today called on intercom Attendance awards Traveling trophies Monthly Drawing for Prizes	Padgett, Pamela	8/10/2015	EWS Data on attendance	5/24/2016 monthly
G1.B1.S3.A1	Identify students failing one or more subjects	Padgett, Pamela	9/4/2015	EWS	5/20/2016 monthly
G2.B1.S1.A1	Instructional Coaches will provide professional development on using DEA and F & P Benchmark to develop targeted instructional groups.	Morgan, Melanie	9/14/2015	Agenda, handouts, sign in sheets, student reports	9/30/2015 one-time
G2.B1.S2.A1	Lesson plans will be checked and feedback given to teachers	Padgett, Pamela	9/7/2015	Oncourse lesson plans that include standards and curriculum map.	5/24/2016 weekly
G2.B1.S3.A1	All teachers will have data notebooks with current student data	Padgett, Pamela	9/7/2015	Data used to determine instructional needs which improve student outcomes	5/24/2016 quarterly
G1.B1.S1.A2	Attendance meetings and record collection data (FOCUS)	Padgett, Pamela	8/10/2015	EWS attendance data	5/24/2016 monthly
G1.B1.S1.A3	[no content entered]			one-time	
G1.MA1	EWS Data	Morgan, Melanie	9/4/2015	EWS data reports showing improved average daily attendance which means students are coming to school which will improve reading and math performance from AP1 to AP3	5/20/2016 monthly
G1.B1.S1.MA1	Attendance rate	Padgett, Pamela	9/4/2015	ADA Rate Improving	5/20/2016 monthly
G1.B1.S1.MA1	APTT Fidelity Checklist EWS Attendance Data FCIM Data	Padgett, Pamela	9/4/2015	APTT checklist, sign in sheets, parent survey Targeted list of priority students from EWS who have chronic absences /improved attendance rate	5/20/2016 monthly
G1.B1.S2.MA1	EWS	Padgett, Pamela	9/4/2015	EWS reporting on average daily attendance show improvement, chronic absenteeism decreasing	5/20/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	EWS meetings	Padgett, Pamela	9/4/2015	Master calendar of meeting dates, sign in sheets, EWS data to monitor ADA rates	5/20/2016 monthly
G1.B1.S3.MA1	Students helping to set learning goals	Padgett, Pamela	9/4/2015	Improved performance	5/20/2016 monthly
G1.B1.S3.MA1	Student data chats	Morgan, Melanie	9/4/2015	Data notebooks, lesson plans targeting students for differentiated instruction to remediate skills	5/20/2016 monthly
G2.MA1	Performance data (grades, DEA math and reading, CBM analysis, F& P Benchmark Assessment )	Morgan, Melanie	9/4/2015	Data notebooks, data chats with sign in sheet and action planning implementation evident in classroom	5/20/2016 monthly
G2.B1.S1.MA1	Data notebooks checks	Morgan, Melanie	10/1/2014	Improve student performance	5/29/2015 quarterly
G2.B1.S1.MA1	Data Analysis, Teacher Data Chats	Morgan, Melanie	9/5/2014	Data notebooks, student performance data chats, and instructional plans	6/5/2015 quarterly
G2.B1.S2.MA1	Lesson plans show differentiated skill groups planning	Morgan, Melanie	9/4/2015	Small group instruction observed through CWT. Improved student performance from AP1 to AP3	5/20/2016 quarterly
G2.B1.S2.MA1	Lesson plans will be reviewed and feedback given as necessary.	Padgett, Pamela	9/7/2015	Oncourse lesson plan reports and feedback notes	5/20/2016 weekly
G2.B1.S3.MA1	High quality lesson plans ensuring differentiated small group instruction	Morgan, Melanie	9/7/2015	Oncourse lesson plans, data notebooks up to date, and improve student outcomes as evident in EWS	5/20/2016 weekly
G2.B1.S3.MA1	Data notebooks checks	Morgan, Melanie	9/30/2014	Teachers differentiated lesson plans are tied to the student data which will improve student outcomes	6/5/2015 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Create a culture of high expectations by building supportive relationships with all stakeholders to improve student outcomes.

**G1.B1** Reading performance, math performance, attendance, lack of parent knowledge on how to help their child

**G1.B1.S1** Implement APTT ( Academic Parent Teacher Team) meetings school wide.

### **PD Opportunity 1**

APTT meetings

#### **Facilitator**

Maria C. Paredes, EdD (West Ed )

#### **Participants**

Champion team members and all teachers

#### **Schedule**

Quarterly, from 9/8/2015 to 5/10/2016

**G2.** Increase student achievement by strengthening the Tier 1 instruction by ensuring all teachers are "listening" to students read every day and using data to drive instruction.

**G2.B1** Training is needed on how to use DEA math and reading data to drive instruction for new staff. Teachers needed a way to determine the reading level of students to ensure differentiated instruction is occurring.

**G2.B1.S1** Utilize coaches to work with other teachers on using DEA data and how to administer the Fontas and Pinell Benchmark Assessment to drive instruction.

### **PD Opportunity 1**

Instructional Coaches will provide professional development on using DEA and F & P Benchmark to develop targeted instructional groups.

#### **Facilitator**

Melanie Morgan, Jack Palaio, Patsy Reams

#### **Participants**

All teachers (ELA and Math)

#### **Schedule**

On 9/30/2015

**G2.B1.S2** Ensure all teacher have small differentiated skill group lesson plans in OnCourse that includes data source, targeted skills, activities, and strategies.

### **PD Opportunity 1**

Lesson plans will be checked and feedback given to teachers

#### **Facilitator**

Patsy Ream and Melanie Morgan (Instructional Coaches)

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 9/7/2015 to 5/24/2016

**G2.B1.S3** All teachers will have a data notebook with every child's data readily available to bring to scheduled data chats.

**PD Opportunity 1**

All teachers will have data notebooks with current student data

**Facilitator**

Patsy Reams and Melanie Morgan

**Participants**

Reading teachers and math teachers

**Schedule**

Quarterly, from 9/7/2015 to 5/24/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	APTT meetings				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0141 - Perry Primary School	General Fund		\$2,000.00
<i>Notes: Notes</i>						
			0141 - Perry Primary School	Title I Part A		\$2,500.00
<i>Notes: Notes</i>						
2	G1.B1.S1.A2	Attendance meetings and record collection data (FOCUS)				\$0.00
3	G1.B1.S1.A3					\$0.00
4	G1.B1.S2.A1	Incentives: Woohoo! got caught at school today called on intercom Attendance awards Traveling trophies Monthly Drawing for Prizes				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0141 - Perry Primary School	General Fund		\$500.00
<i>Notes: Notes</i>						
5	G1.B1.S3.A1	Identify students failing one or more subjects				\$0.00
6	G2.B1.S1.A1	Instructional Coaches will provide professional development on using DEA and F & P Benchmark to develop targeted instructional groups.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0141 - Perry Primary School	General Fund		\$5,000.00
<i>Notes: Fountas &amp; Pinnel Benchmark Assessment System - 1 kit per ELA teacher.</i>						
7	G2.B1.S2.A1	Lesson plans will be checked and feedback given to teachers				\$0.00
8	G2.B1.S3.A1	All teachers will have data notebooks with current student data				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0141 - Perry Primary School	General Fund		\$250.00
<i>Notes: Notes</i>						
<b>Total:</b>						<b>\$10,250.00</b>