



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Bonifay Elementary School

307 W NORTH AVE

Bonifay, FL 32425

850-547-3631

<http://bes.hdsb.org/>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 76%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 13%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> B	<b>2010-11</b> A
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## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Bonifay Elementary School

##### Principal

Roddney Jones

##### School Advisory Council chair

Ragan Kennedy

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

Name	Title
Rodd Jones	Principal
Phillip Byrd	Assistant Principal
Laura Sims	Guidance
Mary Harrison	Guidance
Beverly Sallas	Curriculum

#### District-Level Information

##### District

Holmes

##### Superintendent

Mr. Eddie Dixon

##### Date of school board approval of SIP

12/3/2013

### 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

Rodd Jones-Principal, Laura Sims-Guidance, Beverly Sallas-Curriculum, Stacey French-Kindergarten teacher, Terry Petty-First grade teacher, Jennifer Braxton-Second grade teacher, Anissa Western-Third grade teacher, Heather Rich-Fourth grade teacher, John Wyrosdick-Enrichment Teacher, Holly Hodge-ESE teacher, Kathy Gardner-community business leader, Travis Johnson-community business leader, Micah Harris-parent, Michelle Sherrouse-parent, Amber Bailey-parent, Adrienne Odum-parent, Amy Bowers-parent, Ragan Kennedy-parent, Candace Donaldson-parent, Gina Bush-parent, Patricia Williams-parent, Melanie Faircloth-Parent

#### Involvement of the SAC in the development of the SIP

The School Advisory Council will meet prior to the submission of the 2013-2014 SIP to discuss the goals and objectives of the plan and make adjustments if needed.

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

The School Advisory Council will have regularly scheduled meetings throughout the school year to discuss the needs of the school and how to best utilize funding and resources to meet those needs.

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

School improvement funds will be utilized throughout the year as needed to meet the needs of the school. The School Advisory Council will meet regularly to discuss how to best utilize funding to meet those needs. For example, we are currently considering the purchase of additional library books for our lower grade level AR readers.

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Roddney Jones**

Principal

Years as Administrator: 8

Years at Current School: 12

**Credentials**

Master of Science degree in Educational Leadership, Bachelor of Science degree in Elementary Education, Certified in Elementary Education and Educational Leadership (all levels)

**Performance Record**

2012-2013 "A" school  
 2011-2012 "B" school  
 2010-2011 "A" school, but did not meet AYP  
 2009-2010 "B" school, but did not meet AYP  
 2008-2009 "A" school and met AYP  
 2007-2008 "A" school, but did not meet AYP requirements

**Phillip Byrd**

Asst Principal

Years as Administrator: 6

Years at Current School: 8

**Credentials**

Master of Education degree in Educational Leadership, Bachelor of Science degree in Business Teacher Education, Certified in Business Teacher Education(grades 6-12), Educational Leadership (all levels), Physical Education (all levels)

**Performance Record**

2012-2013 "A" school  
 2011-2012 "B" school  
 2010-2011 "A" school, but did not meet AYP  
 2009-2010 "B" school, but did not meet AYP

**Instructional Coaches****# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials****Performance Record****Classroom Teachers****# of classroom teachers**

49

**# receiving effective rating or higher**

49, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

49, 100%

**# ESOL endorsed**

13, 27%

**# reading endorsed**

15, 31%

**# with advanced degrees**

10, 20%



**# National Board Certified**

0, 0%

**# first-year teachers**

2, 4%

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

17, 35%

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

16, 33%

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

14, 29%

**Education Paraprofessionals****# of paraprofessionals**

15

**# Highly Qualified**

15, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

3

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

The principal at BES hires teachers certified in high-need areas and provides opportunities for professional development to encourage ongoing high-quality instruction. All first and second year teachers at BES are provided with a mentor to facilitate their introduction to our policies and procedures and classroom management. Mentor teams meet weekly during grade level meetings and at other designated times as needed.

**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**

Heather Rich (fourth grade team leader) is assigned as a mentor to Tyler Hicks due to same grade level and common planning.

Melissa Ward (third grade teacher) is assigned as a mentor to Tara Finn due to same grade level and common planning.

Heather Carpenter (first grade teacher) is assigned as a mentor to Coy Williams due to same grade level and common planning.

These pairings will meet at weekly grade level meetings, share lesson plans, and meet daily as needed.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

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

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

Our school uses school wide assessments (DEA,STAR) as well as district assessments (FCAT) to determine the academic needs of students, effectiveness of curriculum, and training needs of our staff.

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

Our school based leadership team is comprised of five individuals. Counselors and Curriculum Coordinator serve as team chair and coordinator during meetings with parents, teachers, and District Office Personnel. They also provide copies of the MTSS paperwork to team members and guidance completes final referral for School Psychometrist. School nurse completes vision and hearing screenings. Speech pathologist completes speech and language evaluations. Classroom teachers implement and document additional interventions. MTSS is a shared responsibility between the guidance counselors and our curriculum coordinator. The SIP is created by the curriculum coordinator with the assistance and input of all team members.

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

Observations, progress monitoring instruments, and communication between parents, teachers, and staff along with other stake holders are used to ensure fidelity.

#### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

FOCUS allows us access to information regarding the performance of our students, their behavior, and attendance.

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

Training is ongoing and available to all staff and parents. Parent portals are in place to improve the parents ability to be involved in the problem solving process.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program**Minutes added to school year:** 29,280

The overall goal of the WINGS after school program is to provide quality educational, developmental, and recreational services to students at risk of academic failure. WINGS will promote educational and social benefits and positive behavioral changes. In order to meet the program goals and objectives, the project will focus on the following program activities: 1.) remedial reading education activities and academic enrichment learning program; 2.) mathematics and science educational activities; 3.) physical and recreational activities; and 4.) parental involvement and family literacy.

**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?**

An external evaluator will be hired to analyze collected data for a formative and summative report. Each nine weeks, data on student grades, daily attendance, and homework completion will be collected by the Lead Coordinator. Students will participate in the Discovery Education Assessments three times a year along with completing teacher-created assessments for pre, mid, and post assessments. These results will be included in the data collection. Each nine weeks, the students will participate in the SPARK curriculum Personal Best assessment. A comparison of the first and last personal best challenge will be developed and the overall program effectiveness will be determined and included in the formative and summative report. Teachers will utilize a daily homework checklist for student accountability and teacher surveys will be administered three times per year to gauge the quality of homework completion. Participation in family literacy activities will be assessed through school and community-based sign in sheets and agendas. Parental involvement increases will be assessed through the teacher surveys administered quarterly in the fall, winter, and spring. Collected data will be used to refine, improve, and strengthen the program and performance measures through a summative evaluation prepared by the external evaluator.

**Who is responsible for monitoring implementation of this strategy?**

Phillip Byrd

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Beverly Sallas	Curriculum Coordinator
Rodd Jones	Principal
Janet Bush	Media Specialist
Rachel Jackson	Kindergarten Teacher
Tammy Taylor	First Grade Teacher
Lucianne Brown	Second Grade Teacher
Rachael Cooley	Third Grade Teacher

Name	Title
Anna Beth Rackley	Fourth Grade Teacher
Holly Hodge	ESE Teacher

### How the school-based LLT functions

The team meets monthly to assess progress related to literacy. The role of the team is to assist teachers in identifying weak areas in curriculum/instruction and to provide assistance/support for implementing strategies to strengthen instructional time.

### Major initiatives of the LLT

Utilizing a school-wide writing curriculum to vertically align the writing standards from each grade level to the next.

Examine the reading curriculum at each grade level to ensure vertical alignment in the area of fluency and to determine the needs at each grade level ie. assessment tools, strategies, etc.

## Every Teacher Contributes to Reading Instruction

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

All teachers are provided with professional development opportunities in reading. Each grade level has specified reading fluency and assessment requirements that are consistent throughout each grade. All teachers within each grade level utilize the same reading curriculum. Also, all teachers are required to participate in a computer lab enrichment which provides supplemental reading instruction as well.

## 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

During the spring, actual school site visits are made. All Pre-K providers, including Head Start, visit the kindergarten classrooms, eat lunch, and are able to play outside. Also orientation programs are presented by the liaison, upon request. These programs allow parents to receive information regarding expectations and supplies that are needed. They are provided with materials that may be used for summer activities and enrichment. During the summer, children getting ready to enter kindergarten participate in a screening process. This process enables our teachers to assess individual strengths and needs so as to prepare for the coming year. In order to make the transition from pre-school care to kindergarten we have an on-going process throughout the year. Kindergarten teachers share with the liaison ideas that Pre-K teachers might use to make the transition a smooth one. The liaison meets periodically with feeder schools to answer their questions and provide materials for additional information.

## 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	64%	59%	No	68%
American Indian				
Asian				
Black/African American	43%	35%	No	48%
Hispanic				
White	66%	61%	No	69%
English language learners				
Students with disabilities	39%	36%	No	45%
Economically disadvantaged	58%	52%	No	62%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	29%	30%
Students scoring at or above Achievement Level 4	79	31%	35%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	45%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	75	68%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	90	81%	68%

**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]		50%
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]		50%
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]		50%

**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	56	44%	45%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

**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	60%	59%	No	64%
American Indian				
Asian				
Black/African American	43%	41%	No	48%
Hispanic				
White	61%	61%	Yes	65%
English language learners				
Students with disabilities	44%	46%	Yes	50%
Economically disadvantaged	54%	52%	No	59%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	38%	40%
Students scoring at or above Achievement Level 4	51	20%	25%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		45%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	94	85%	86%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	92	83%	84%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	111	14%	13%
Students retained, pursuant to s. 1008.25, F.S.	51	7%	6%
Students who are not proficient in reading by third grade	53	41%	40%
Students who receive two or more behavior referrals	19	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	1%	0%

**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**

Title I Parent Night involves all parents and its goal is to increase awareness of all Title I student programs and activities.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Title I Parent Night	100	7.5%	10%

**Area 10: Additional Targets****Additional targets for the school**

### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** The percentage of students scoring at proficiency in math, reading, and writing will increase from the previous year.

## Goals Detail

**G1.** The percentage of students scoring at proficiency in math, reading, and writing will increase from the previous year.

### Targets Supported

- Writing
- Science - Elementary School

### Resources Available to Support the Goal

- Teachers will utilize the new Reading Street and Journeys reading series along with the updated common core GoMath Series that are correlated to the new standards.
- RTI/MTSS planning and support

### Targeted Barriers to Achieving the Goal

- New standards and materials

## Plan to Monitor Progress Toward the Goal

Discovery Education Assessment Results

### Person or Persons Responsible

Principal, Curriculum Coordinator, and Teachers

### Target Dates or Schedule:

Throughout the School Year

### Evidence of Completion:

End of the year FCAT results

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The percentage of students scoring at proficiency in math, reading, and writing will increase from the previous year.

#### **G1.B1** New standards and materials

**G1.B1.S1** Provide professional development opportunities for teachers in reference to the common core standards and update in curriculum materials.

#### **Action Step 1**

Journeys and Reading Street Professional Development

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

Professional Development for Elementary Teachers provided by representatives from the Scott Foresman Reading Street and Journey Companies.

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

July/August 2013

#### **Evidence of Completion**

Teacher sign in sheets and on-line professional development follow-up

#### **Facilitator:**

Janie Lolley coordinated the training opportunity with the representatives and trainers from each company

#### **Participants:**

elementary teachers

## Action Step 2

Florida CCSS Summer Institute

### Person or Persons Responsible

Professional Development for elementary teachers conducted by Jeremy Centeno

### Target Dates or Schedule

July/August 2013

### Evidence of Completion

Teacher sign in sheets and on-line professional development follow-up

### Facilitator:

Janie Lolley coordinated the training opportunity with Jeremy Centeno who conducted the training

### Participants:

elementary teachers

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

Discovery Education Scores throughout the year

### Person or Persons Responsible

Principal, Curriculum Coordinator, and Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

End of the year Discovery Education Assessment Scores and FCAT Scores

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

Discovery Education Assessment and FCAT Assessments

### Person or Persons Responsible

Principal, Curriculum Coordinator, and Teachers

### Target Dates or Schedule

Ongoing throughout the year

### Evidence of Completion

End of the year Discovery Education Assessment and FCAT results

## 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 provides funding and support for professional development activities, parent involvement activities, technology needs, SES services, etc.

Title I, Part C Migrant addresses the issues that are common to migrant students and assists these students with their educational needs.

Title I, Part D provides the local institution for neglected and or delinquent children, and to at risk students services that are comparable to those provided to children in Title I schools such as: computer assisted instruction, drop out prevention program, mentors career exploration, etc.

Title II, these funds support professional development activities for instructional staff, class size reduction, and technology activities.

Title III, N/A

Title X-Homeless, provides funding to assist identified homeless students with school supplies, medical care, and tutoring opportunities.

SAI-N/A

Violence Prevention Programs-Holmes County provides violence prevention programs focusing on alcohol, tobacco, and other drugs through a partnership with the health department. BES has a very low violence rate, as does the district.

Nutrition Programs-BES participates in the free breakfast and free lunch programs.

Housing Programs-N/A

Head Start-N/A

Adult Education- These programs are not provided through Holmes County Schools. The district contracts with Washington-Holmes Technical Center to provide adult education services.

Job Training-N/A

## 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.** The percentage of students scoring at proficiency in math, reading, and writing will increase from the previous year.

### **G1.B1** New standards and materials

**G1.B1.S1** Provide professional development opportunities for teachers in reference to the common core standards and update in curriculum materials.

#### **PD Opportunity 1**

Journeys and Reading Street Professional Development

##### **Facilitator**

Janie Lolley coordinated the training opportunity with the representatives and trainers from each company

##### **Participants**

elementary teachers

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

July/August 2013

##### **Evidence of Completion**

Teacher sign in sheets and on-line professional development follow-up

## **PD Opportunity 2**

Florida CCSS Summer Institute

### **Facilitator**

Janie Lolley coordinated the training opportunity with Jeremy Centeno who conducted the training

### **Participants**

elementary teachers

### **Target Dates or Schedule**

July/August 2013

### **Evidence of Completion**

Teacher sign in sheets and on-line professional development follow-up