



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Suwannee Primary School

1625 WALKER AVE SW

Live Oak, FL 32064

386-647-4300

[www.suwannee.k12.fl.us/sps](http://www.suwannee.k12.fl.us/sps)

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
61%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
45%

## School Grades History

**2013-14**  
NOT GRADED

**2012-13**

**2011-12**

**2010-11**

## 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

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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.

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### 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.

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### 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).

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### 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.

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### 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.

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### 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

Suwannee Primary School

##### Principal

Amy Boggus

##### School Advisory Council chair

Jennifer Kuyrkendall

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

##### Name

##### Title

#### District-Level Information

##### District

Suwannee

##### Superintendent

Mr. Jerry A Scarborough

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

Pending

### 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

Jennifer Kuyrkendall, Chair

Bart Boggus, Co-Chair

Amy Williams - Secretary

Jennifer Wooley - Co-Secretary

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

The SAC assists in the preparation and evaluation of the school improvement plan by providing input into the development of the school improvement plan.

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

The SAC will provide assistance as requested by the School Board.

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

N/A - no school improvement funds allocated for K-1 grades.

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

Not In Compliance

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

We are in compliance with business partners. Occasionally, during the year, we are not compliant with the number of parents attending SAC meetings.

**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:****Amy Boggus**

Principal

Years as Administrator: 6

Years at Current School: 9

**Credentials**

Masters of Education  
BA Communication Science  
Certifications:  
Educational Leadership/All Levels  
ESOL Endorsement and ESOL for Administrators  
Pre-K/Primary Education Age 3-Grade 3  
Speech Language Impaired K-12  
Exceptional Student Education K-12  
Clinical Educator

**Performance Record**

Served as a Speech/Language Pathologist  
10 years  
Taught 1st grade 3 years, 1st grade  
Inclusion 2 years  
Assistant Principal 3 years  
Fourth year as Principal

**Marsha Tedder**

Asst Principal

Years as Administrator: 3

Years at Current School: 10

**Credentials**

Masters in Educational Leadership  
 BA Elementary Education  
 Certifications:  
 Educational Leadership/All Levels  
 ESOL Endorsement and ESOL for Administrators  
 Elementary Education 1-6  
 Clinical Educator

**Performance Record**

Taught 2nd grade 11 years  
 Taught 3rd grade Summer Reading Camp  
 for 2 years  
 Fourth year as Assistant Principal

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

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Renee Bass**

Full-time / District-based

Years as Coach: 5

Years at Current School: 3

**Areas**

Mathematics

**Credentials**

Math Coach since 2007, serving Suwannee Intermediate School  
 District Math Coach since 2009

**Performance Record****Susan Hurst**

Full-time / School-based

Years as Coach: 11

Years at Current School: 32

**Areas**

Reading/Literacy

**Credentials**

Elementary Education/Grades 1-6  
 ESOL/Endorsement

**Performance Record**

I began my teaching career in 1979. I  
 taught a 5th grade class my 1st year.  
 In 1980 was moved to 3rd grade and  
 taught in that capacity.

**Classroom Teachers**



**# of classroom teachers**

46

**# receiving effective rating or higher**

43, 93%

**# Highly Qualified Teachers**

100%

**# certified in-field**

46, 100%

**# ESOL endorsed**

36, 78%

**# reading endorsed**

5, 11%

**# with advanced degrees**

4, 9%

**# National Board Certified**

2, 4%

**# first-year teachers**

4, 9%

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

15, 33%

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

11, 24%

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

16, 35%

**Education Paraprofessionals**

**# of paraprofessionals**

14

**# Highly Qualified**

14, 100%

**Other Instructional Personnel**

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

6

**# 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**

When screening applicants, we look at highly qualified status and certification status. We provide mentor teachers to assist new teachers.

### **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**

New teachers are paired with a veteran teacher with clinical education experience. Teachers are placed in classrooms near their mentor teacher. Teachers meet during activity periods and after school to plan. New teachers are also given a day to observe in classrooms. Mentor teachers are given a day to observe in their mentee teachers classroom.

### **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**

The Principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, ensures implementation of intervention support and documentation ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

The Assistant Principal works with the Principal to accomplish the plans set forth above.

Select General Education Teacher: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

The Reading Coach evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches; assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

The Counselor provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, and links child-serving community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities. Exceptional Student Education Teacher: Collaborates with general education teachers to integrates core instructional activities/materials into Tier 3 instruction.

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

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

The Principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, ensures implementation of intervention support and

documentation ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

The Assistant Principal works with the Principal to accomplish the plans set forth above.

Select General Education Teacher: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

The Reading Coach evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches; assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

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

The Principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, ensures implementation of intervention support and documentation ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

The Assistant Principal works with the Principal to accomplish the plans set forth above.

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

**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 Principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, ensures implementation of intervention support and documentation ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

The Assistant Principal works with the Principal to accomplish the plans set forth above.

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The Counselor provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, and links child-serving community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

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

The Principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, ensures implementation of intervention support and documentation ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

The Assistant Principal works with the Principal to accomplish the plans set forth above.

Select General Education Teacher: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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to integrates core instructional activities/materials into Tier 3 instruction.

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

### Literacy Leadership Team (LLT)

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

Name	Title
Amy Boggus	Principal
Marsha Tedder	Assistant Principal
Susan Hurst	Reading Coach
Suzanne Johnson	Media Specialist

#### How the school-based LLT functions

The Literacy Leadership Team meets monthly to look at strengths and weaknesses in reading and to develop activities to increase student participation in reading.

#### Major initiatives of the LLT

The major initiative this year will be to ensure that all classrooms participate in STAR testing and Accelerated Reading.

### 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

At Suwannee Primary School, all incoming kindergarten students are assessed prior to or upon entering kindergarten in order to ascertain individual and group needs and to assist in instructional/intervention programs. All students are assessed in the area of letter knowledge, numbers to 10, counting objects, basic colors and shapes. Data is used to plan for instruction until FAIR, FLKRS and/or ThinkGate is completed. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice.

## 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

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

### Area 8: Early Warning Systems

#### Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

### 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

Parent Conference Night, Accelerated Reader Night, Science Fair, Parent Night for afterschool students, Monthly PD for parents at SAC meetings

#### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Accelerated Reader Night	250	25%	35%

## Area 10: Additional Targets

### Additional targets for the school

55% of Kindergarten and 70% of First grade students will score proficient (level 3 and above) on the final District Progress Monitoring Assessment for reading. 55% of Kindergarten and 70% of First Grade students will score proficient (level 3 and above) on the final District Progress monitoring assessment for math.

### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Kindergarten Reading Level 3 or higher	34	20%	55%
Kindergarten Math Level 3 or higher		%	%
1st grade Reading Level 3 or higher	139	35%	70%
1st grade Math Level 3 or higher	183	46%	80%

## Goals Summary

- G1.** Increase student performance by improving student engagement, increasing rigor and differentiating instruction to meet the needs of all students.
- G2.** Improve student readiness in beginning kindergarten students.

## Goals Detail

**G1.** Increase student performance by improving student engagement, increasing rigor and differentiating instruction to meet the needs of all students.

### Targets Supported

- Writing
- Science - Elementary School

### Resources Available to Support the Goal

- All teachers will participate in monthly professional development that will address strategies for intervention.
- Reading Coach will work with teachers to model best practices in reading.
- Paraprofessionals assist in intervention classes, working with small skills groups.
- SRA Early Intervention in Reading is a research based program that teachers and paraprofessionals use with small groups of students that are struggling in reading.
- Accelerated Reader program is used in all 1st grade classrooms and some kindergarten classrooms. This program allows students to read books and take a comprehension test on their reading level.
- Common Core Coaches work with teachers to provide training in best practices to implement in the classroom.
- Resource Teachers work with struggling 1st grade students to help remediate missed skills.

### Targeted Barriers to Achieving the Goal

### Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:



## **G2. Improve student readiness in beginning kindergarten students.**

### **Targets Supported**

- Writing
- Science - Elementary School
- Parental Involvement
- EWS - Elementary School

### **Resources Available to Support the Goal**

- Paraprofessional support
- Specific skills groups based on Targeted Diagnostic Inventory (TDI) from the FAIR test.
- Student Support Team (SST) meetings to assist teachers with students struggling academically and behaviorally.
- Monthly data meetings
- Classroom Walk Through
- Parent Involvement Liaison to assist with parent conferences

### **Targeted Barriers to Achieving the Goal**

- Students entering school with no background knowledge of skills, rules or procedures.
- Lack of additional support for struggling students.

## **Plan to Monitor Progress Toward the Goal**

### **Person or Persons Responsible**

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

### **Evidence of Completion:**

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G2.** Improve student readiness in beginning kindergarten students.

**G2.B1** Students entering school with no background knowledge of skills, rules or procedures.

**G2.B1.S1** Work with local daycare facilities to make the transition to kindergarten seamless.

### Action Step 1

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### Plan to Monitor Fidelity of Implementation of G2.B1.S1

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### Plan to Monitor Effectiveness of G2.B1.S1

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## 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 1, will be utilized to provide Reading Coaches at three Title 1 schools. Funds will also provide paraprofessional at the Title 1 school to given additional help to students a level 1 or 2 on FCAT. Title 1, Title 1 Part A is also used to provide a District Wide Parent Liaison, Math Coach, Curriculum Specialist and a teacher for the Opportunity School to serve all schools in the District.

#### Title I, Part C- Migrant

School based administrators will observe the use of "The Essential Six" reading strategies from the Florida Reading Initiative (FRI) in all classrooms. This initiative is funded by Title I Part C and district professional development funds. ALL activities funded by Title I Part C will be supplementary and will not supplant existing State- and District-funded and required services.

Reading First and FRI strategies will be monitored by administrators and reading coaches to ensure successful opportunities for Non-ELL and LEP (ELL) students. Title I Part C funds are used for a Migrant Coordinator, Migrant Tutors, Migrant paraprofessional and to purchase license for Accelerated Reading Enterprise-English in a Flash, additional computers and other supplies needed for migrant students.

#### Title I, Part D

Title I Part D (neglected and delinquent) funds will be used to provide a uniform curriculum throughout all the district's secondary schools, including the residential juvenile facility and the district's opportunity program. The funds will also provide two paraprofessionals.

#### Title II

School based administrators will observe the use of "The Essential Six" reading strategies from the Florida Reading Initiative (FRI) in all classrooms. This initiative is funded by Title II Part A funds are used to fund three Reading Coaches, travel, consultants and the district's professional development funds. ALL activities funded by Title III will be supplementary and will not supplant existing State- and District-funded and required services. Reading First and FRI strategies will be monitored by administrators and reading coaches to ensure successful opportunities for Non-ELL and LEP (ELL) students.

#### Title III

Funds from Title III Part A are used to provide tutors for ELL students, purchased instructional materials and software for ELL students. All activities funded by Title III will be supplementary and will not supplant existing State and District funded and required services. Reading First and FRI strategies will be monitored by administrators and reading coaches to ensure successful opportunities for Non-ELL and LEP (ELL) students.

#### Title X- Homeless

Title X Homeless funds are used to provide supplies, dues, fieldtrip fund and other needs for Homeless students.

## 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.*