



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Suwannee Elementary School

1748 OHIO/MLK AVE S

Live Oak, FL 32064

386-647-4400

www.suwannee.k12.fl.us/ses

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 59%
Alternative/ESE Center No	Charter School No	Minority Rate 43%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Suwannee Elementary School

Principal

Melissa Moseley

School Advisory Council chair

James Robinson and Tralene Robinson

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

Name	Title
Deidre McManaway	Assistant Principal
Sylvia Netter	Guidance Counselor
Veronica Daquila	Reading Coach

District-Level Information

District

Suwannee

Superintendent

Mr. Jerry A Scarborough

Date of school board approval of SIP

11/19/2013

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

The School Advisory Council (SAC) is a team of people representing various segments of the community-parents, teachers, students, administrators, support staff, business people and other interested community members. Our SAC is made up of 8 parents, 3 support personnel, 1 community member and 6 teachers.

Involvement of the SAC in the development of the SIP

SAC members review outcomes of the previous school year and assist school personnel in setting goals for the current year. Periodically during the school year school personnel share assessment data with SAC members and discuss concerns and strategies for improvement. SAC also provides the school with parent/community perspectives as decisions are made.

Activities of the SAC for the upcoming school year

Sept.-Review of SIP, PIP, Bullying Prevention

OCT.-Review of baseline data and suggestions for making SES a student,parent, community friendly

school

Nov.-Common Core, FOCUS, on-line student data access, AR, AM, and other on-line programs available for parents.

Feb.-Review AYP mid-year data and upcoming testing (FCAT; SAT 10)

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

No funds allocated.

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:

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Veronica Daquila

Part-time / District-based

Years as Coach: 9

Years at Current School: 7

Areas

[none selected]

Credentials

Bachelor,
Elementary Ed,
Endorsements
Reading, ESOL

Performance Record

2009 FCAT reading scores grew 4% points,
level 4 students grew 7% points

Classroom Teachers

of classroom teachers

52

receiving effective rating or higher

43, 83%

Highly Qualified Teachers

100%

certified in-field

51, 98%

ESOL endorsed

, 0%

reading endorsed

, 0%

with advanced degrees

, 0%

National Board Certified

, 0%

first-year teachers

7, 13%

with 1-5 years of experience

12, 23%

with 6-14 years of experience

24, 46%

with 15 or more years of experience

4, 8%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

8, 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

Director of HR attends job fairs and contact local universities regarding graduates

New teacher orientation with school administration, Principal and AP.

Year-long mentor program for new teachers, mentors have clinical education training, Principal and AP

Required monthly meetings with new teachers and administration, Principal and AP.

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

.The assigned mentor is a highly successful teacher in the same grade level as the mentee whenever possible. The mentor will:

1. provide "how tos" for specific needs such as teaching, class organization, classroom management, parent conferences
2. do class demonstrations
3. share ideas
4. observe and give feedback
5. recognize effort and

results

6. provide options that make teacher feel more comfortable

7. co-teach a lesson

8. give on-going personnel support

9. connect teachers with other teachers

10. arrange for teacher observation

11. ensure that teacher has all available resources they need

12. listen and honor teacher concerns

13. remember that no problem is too insignificant

14. feedback from classroom

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other

Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition

programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

walkthroughs/observations

via administration

15. required monthly meetings with administration

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

Principal: Provides a common vision for the use of data-based decision making, 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.

Assistant Principal: Role of the AP is to work in collaboration with the principal to ensure that RtI goals are implemented.

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.

Guidance 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.

Reading Coach: Evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically

based curriculum assessment and intervention approaches; assists with whole school screening programs that provide early

intervening data to help identify children to be considered "at risk"; assists in the design and implementation for progress

monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides

support for assessment and implementation monitoring; provides guidance on K-5 reading plan; and supports the

implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

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 needs with respect to language skills.

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

The Rtl Leadership Team will focus on meetings around one question: How do we develop and maintain a problem-solving

system to bring out the best in our schools, our teachers, and in our students? The meetings will review universal screening

data and link to instructional decisions; review progress monitoring data to identify students who are meeting/exceeding

benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will collaborate regularly, problem solve, evaluate implementation, and make decisions about implementation.

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

The Rtl Leadership Team met to help in the development of the SIP. The team set clear expectations for instruction;

facilitated the development of a systemic approach to teaching; scheduled an uninterrupted school wide 90 minute reading

block for all grade levels; identified Tier 1, Tier 2 and Tier 3 target students by grade level based on prior end of the year

assessments; aligned additional personnel (special area teachers, reading coach, paraprofessionals, ESE resource teacher) to assist in the instruction of Tier 2 children; and decided upon research based interventions to be used for Tier 1, 2, and 3 students.

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Annual Yearly Progress Test
 Progress Monitoring: curriculum based assessments, ThinkGate
 Midyear data: FAIR, Annual Yearly Progress Test
 End of the Year: FAIR, FCAT, Annual Yearly Progress Test
 Frequency of Data Days: once every four weeks

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

During teacher's common planning time professional development will be provided by the school psychologist and guidance counselor throughout the year. The training will begin at the start of the school year. The Rtl Leadership team will also evaluate the need for additional staff professional development during the Rtl meetings.

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: Extended Day for All Students
Minutes added to school year:

Strategy Purpose(s)
 ""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Melissa Moseley	Principal
Deidre McManaway	Assistant Principal

Name	Title
Veronica DaQuila	Reading Coach
Sylvia Netter	Guidance
Joyce McIntosh & LK Roberts	Teacher 3rd grade Team E
Melody Handley & Holly McMillan	Teacher 3rd grade Team F
Adriene Taylor & Amanda Hurst	Teacher 3rd grade Team G
Susan Ratliff & Charlene Redish	Teacher 2nd grade Team A
Stephanie Selph & Kelli Hogan	Teacher 2nd grade Team B
Amber Masters & Marjerian Lewis	Teacher 2nd grade Team C
Stephanie Searles & Vickie Carter	Teacher 2nd grade Team

How the school-based LLT functions

The LLT meets once per month to discuss all areas progress in reading and writing. Topics discussed regularly are the literacy blocks, interventions during iii, reading tutoring groups, implementation/ monitoring of Accelerated Reader and Accelerated Math, and review progress monitoring data (CIM, AYP test).

Major initiatives of the LLT

The LLT will monitor best practices during iii time to increase reading proficiency for students in the bottom quartile. Also, the team will guide the implementation and fidelity of the writing program grades 2-3 to increase proficiency on grade 4 FCAT Writes. Finally, the LLT will evaluate the implementation of AR and AM use of AR and AM goals to broaden the number of students reaching their reading and math goals.

Every Teacher Contributes to Reading Instruction

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

NA

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

Suwannee Elementary houses only 2nd and 3rd grade students. All incoming kindergarten students attend Suwannee Primary School 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 up to 10, counting objects, basic colors and shapes. Data is used to plan for instruction until FAIR, Thinkgate and/or FLKRS is completed. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

na

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

na

Strategies for improving student readiness for the public postsecondary level

na

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%	53%	No	68%
American Indian				
Asian				
Black/African American	49%	33%	No	54%
Hispanic	49%	39%	No	54%
White	74%	64%	No	77%
English language learners	43%	16%	No	49%
Students with disabilities	43%	13%	No	48%
Economically disadvantaged	59%	47%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	21%	25%
Students scoring at or above Achievement Level 4	103	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>		1%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		1%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	<i>[data excluded for privacy reasons]</i>		0%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		0%

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)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	0%

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		<i>[data excluded for privacy reasons]</i>	0%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	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	59%	46%	No	63%
American Indian				
Asian				
Black/African American	43%	31%	No	49%
Hispanic	49%	37%	No	54%
White	70%	54%	No	73%
English language learners	52%	28%	No	57%
Students with disabilities	42%	18%	No	48%
Economically disadvantaged	54%	39%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	29%	33%
Students scoring at or above Achievement Level 4	57	17%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		1%
Students scoring at or above Level 7	[data excluded for privacy reasons]		1%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	[data excluded for privacy reasons]		0%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	[data excluded for privacy reasons]		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		3
Participation in STEM-related experiences provided for students	750	98%	98%

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	42	12%	10%
Students retained, pursuant to s. 1008.25, F.S.	19	5%	4%
Students who are not proficient in reading by third grade	155	46%	41%
Students who receive two or more behavior referrals	23	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	0%	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

See on-line PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	na	na%	na%

Area 10: Additional Targets

Additional targets for the school

Increase the number of 2nd grade students scoring proficient in reading on our district progress monitoring assessment (DEA) from baseline assessment to end of year assessment.
 Increase the number of 2nd grade students scoring proficient in math on our district progress monitoring assessment (DEA from baseline assessment to end of year assessment.).

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	na	na%	na%

Goals Summary

- G1.** Increase the number of students in grades 2 and 3 scoring proficient in reading by using rigorous complex text. The student will use the text as a basis for learning multiple strategies to determine meaning.
- G2.** Increase the number of students in grades 2 and 3 achieving proficiency in math by using performance based tasks/assessments. Students will understand and be able to present multiple ways to solve a problem.
- G3.** Improve attendance in grades 2nd and 3rd.

Goals Detail

G1. Increase the number of students in grades 2 and 3 scoring proficient in reading by using rigorous complex text. The student will use the text as a basis for learning multiple strategies to determine meaning.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- Academic coach
- New reading series with common core standards.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Discovery Education's (DEA) progress monitoring reading benchmark assessments.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Immediately following close of each DEA Testing Window.

Evidence of Completion:

Improvement on the overall reading results of DEA Test administered.

G2. Increase the number of students in grades 2 and 3 achieving proficiency in math by using performance based tasks/assessments. Students will understand and be able to present multiple ways to solve a problem.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA)

Resources Available to Support the Goal

- District Math Coach available to support teachers
- New math curriculum materials aligned with common core.
- Academic Coach

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. Improve attendance in grades 2nd and 3rd.

Targets Supported

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

Resources Available to Support the Goal

- Principal • Assistant Principal • Guidance Counselor • District Truancy Coordinator Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Monthly administration meetings to track attendance

Person or Persons Responsible

Principal, Asst. Principal, Guidance Counselor

Target Dates or Schedule:

Monthly

Evidence of Completion:

Attendance Reports, parents conference documentation

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

Coordination and Integration

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

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

Title I, Part A

Title I is utilized to fund our Reading Coach. Funds will also provide paraprofessionals in order to give additional help to students in need of intervention. Title I 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. Therefore, Suwannee Elementary potentially receives services from all those areas mentioned.

Title I, Part C- Migrant

School based administrators observe the use of research based reading strategies from the Florida Reading Initiative (FRI) in all classrooms. ALL activities funded by Title I Part C will be supplementary and will not supplant existing State- and District-funded and required services.

Common Core ELA standards are monitored by school based administrators. All teachers are charged with delivering instruction by these standards. Original Reading First and FRI strategies will be monitored by administrators and the reading coach to ensure successful opportunities for Non-ELL and LEP (ELL) students. Title I Part C funds are used for a District Migrant Coordinator, school based Migrant Tutor, a school based ELL paraprofessional and to purchase student licenses for Accelerated Reading Enterprise-English in a Flash, additional computers and other supplies needed for migrant students.

Title II

School based administrators will observe the use of research based reading strategies that support the Common Core State Standards in all classrooms. Title II Part A funds are used to fund the Reading Coach, travel, consultants, and the district's professional development funds. ALL activities funded by Title II will be supplementary and will not supplant existing State- and District-funded and required services. Reading strategies that are researched based will be monitored by administrators and the reading coach 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.

Supplemental Academic Instruction (SAI)

n/a

Violence Prevention Programs

n/a

Nutrition Programs

Suwannee Elementary School provides lunch at no charge to all students.

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a