



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Suwannee High School**

1314 PINE AVE SW

Live Oak, FL 32064

386-647-4000

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

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 58%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 35%

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## School Grades History

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<b>2013-14</b> PENDING	<b>2012-13</b> C	<b>2011-12</b> C	<b>2010-11</b> C	<b>2009-10</b> D
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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
Prevent	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 High School

##### Principal

Ted Roush

##### School Advisory Council chair

Jon Boggus

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

Name	Title
William Yanossy	Assistant Principal
Angie Stuckey	Assistant Principal
Gary Caldwell	Assistant Principal

#### District-Level Information

##### District

Suwannee

##### Superintendent

Mr. Jerry A Scarborough

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

11/19/2014

### 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

Membership of the SAC is currently under revision. The make-up of the SAC will comply with all requirements related to balance of school personnel and non-school based individuals. Also accounted for will be equity relating to all demographics.

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

Participation and input meeting was held in early September for this purpose.

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

The SAC will be moving among community-based sites for our monthly meetings as advertised. We have struggled with getting active and on-going participation so we have decided to go to the community.

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

Only School Improvement Grant funds are available at this time.

**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**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Ted Roush**

Principal

Years as Administrator: 16

Years at Current School: 3

**Credentials**

Certified as School Principal by FLDOE

**Performance Record**

C's B's and A's

**William Yanossy**

Asst Principal

Years as Administrator: 20

Years at Current School: 3

**Credentials**

Certified as School Principal by DOE

**Performance Record**

C's and B's

**Gary Caldwell**

Asst Principal

Years as Administrator: 12

Years at Current School: 1

**Credentials**

Certified Educational Leadership

**Performance Record**

NA

**Angie Stuckey**

Asst Principal

Years as Administrator: 3

Years at Current School: 3

**Credentials**

Certified Educational Leadership

**Performance Record**

C's

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Bonita Cook**

Part-time / District-based

Years as Coach: 6

Years at Current School: 3

**Areas**

Reading/Literacy, Data, RtI/MTSS

**Credentials**

Reading Endorsed and Science Certified

**Performance Record**

C's B's and A's

**Classroom Teachers**

**# of classroom teachers**

78

**# receiving effective rating or higher**

62, 79%

**# Highly Qualified Teachers**

99%

**# certified in-field**

78, 100%

**# ESOL endorsed**

30, 38%

**# reading endorsed**

10, 13%

**# with advanced degrees**

15, 19%

**# National Board Certified**

5, 6%

**# first-year teachers**

0, 0%

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

10, 13%

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

20, 26%

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

48, 62%

**Education Paraprofessionals**



**# of paraprofessionals**

8

**# Highly Qualified**

8, 100%

**Other Instructional Personnel**

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

5

**# 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**

Participation in regional educational career fairs with the ability to offer on the spot conditional contracts. In addition we offer competitive salary and benefits packages.

**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**

We pair stronger teachers with developing teachers as well as follow the districts teacher induction program for all new personnel. PECDS is the Suwannee County School District beginning teacher program which fosters the growth of the first year and/or beginning teacher.

**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 RTI Leadership Team evaluates the referral protocol to ensure that students are identified and receiving appropriate services and support. Title I funding exists in drop out prevention efforts to aide in credit retrieval and other intervention efforts.

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

Each member of the team is responsible for participation in meetings and helping reach a committee decision/recommendation for each student specific situation.

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

Systems include monitoring of STAR, Discovery Ed Progress Monitoring, standardized test results, alternative assessments, and 9 week grading period monitoring of students that are struggling in their assigned coursework.

**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**

Reading=Data reports from Reading Plus

Mathematics=Data reports from Discovery Education

Science=Data reports from Discovery Education

Writing=Data reports for Write Score

Student attendance is monitored through our data information system (FOCUS). Attendance letters, phone calls and Student Support Team meetings are held to address behavior and attendance issues.

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

Staff are trained and become literate in MTSS through pre-planning activities and departmental problem-solving. Parents are invited to student orientation in the fall, a Title I parent night in September to discuss Title I supports, and a winter parent night is held in January to reenforce student assistance and support options.

**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: Summer Program****Minutes added to school year: 4,320**

Identifying students that are in need of credit recovery or in need of additional credits to rejoin their assigned cohort group.

In addition, enrichment opportunities exist for students that wish to pursue dual enrollment during the summer months and earn advanced college credit prior to high school graduation.

**Strategy Purpose(s)**

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

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

The success of students that pass or fail the summer option is analyzed to determine the number of successful outcomes related to retention and promotion.

For the enrichment phase, students that dual enrolled during the summer are screened and placed for the fall semester based upon successful completions during the summer dual enrollment opportunity. These students may continue to take dual enrollment courses during the regular school year, add Advanced Placement courses to their schedule, or do a combination of both.

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

School administration monitors the success and placement of all of the aforementioned items.

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

<b>Name</b>	<b>Title</b>
Ted Roush	Principal
Gary Caldwell	Assistant Principal
Angie Stuckey	Assistant Principal
Bill Yanossy	Assistant Principal
Malcolm Hines	Dean of Students
Leah Harrell	Guidance
Audrey Marshall	English/Language Arts
Tammy Boggus	Science
Jim Wilson	Mathematics
Julie Hocutt	English/Language Arts
Tamara Burt	Social Sciences
Bonita Cook	Reading
Sandra Hurst	Foreign Languages
Stacey Gindlesperger	Band

Name	Title
Bob Makela	Vocational

### **How the school-based LLT functions**

Meets throughout the school year, generally on the average of 6-8 times. Agenda items may be brought forward for discussion from any member of the team. Issues are discussed and strategies implemented for improved student success.

### **Major initiatives of the LLT**

Proficiency in writing along with student growth in reading are the primary focuses of this year's team

## **Every Teacher Contributes to Reading Instruction**

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

Reading is a focus of all teachers across content areas. Teacher training has occurred to address the effective teaching of reading in all content areas. All teachers can teach reading for understanding and comprehension through a myriad of strategies using their course text and content.

Teacher lesson plans include strategies to improve reading performance among all students. In addition, during early release planning days, teachers are called upon to present what they are using in their classrooms to address reading and writing among their students.

## **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**

Suwannee High School incorporates many career-themed courses that link coursework to real life experiences and readiness. Rigor and relevance in the curriculum is tied in evaluation to industry certification exams for many of the career-themed courses.

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

Career counseling, career fairs, freshmen campus tours and other guidance related programs and resources are available through the guidance department.

### **Strategies for improving student readiness for the public postsecondary level**

Test taking strategies, academic preparation for PERT, ACT, SAT, and CPT are addressed through the guidance department and with teachers that instruct courses that aide in postsecondary preparation. Results are uploaded into the student information system and reports accessed to determine the number of students that reach postsecondary readiness and how we as a school can adapt to get more students college ready.

## Expected Improvements

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

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	47%	No	61%
American Indian				
Asian				
Black/African American	33%	0%	No	40%
Hispanic	46%	0%	No	51%
White	63%	0%	No	67%
English language learners	23%	0%	No	31%
Students with disabilities	33%	0%	No	39%
Economically disadvantaged	48%	0%	No	53%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	145	22%	31%
Students scoring at or above Achievement Level 4	141	22%	30%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	339	55%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	78	52%	65%

**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.	116	58%	65%

**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	121	44%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%	60%	Yes	51%
American Indian				
Asian				
Black/African American	29%		No	36%
Hispanic	43%		No	48%
White	49%		No	54%
English language learners				
Students with disabilities	37%		No	43%
Economically disadvantaged	43%		No	49%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	218	58%	68%
Students in lowest 25% making learning gains (EOC)	52	55%	65%

**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.	116	58%	68%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	34%	44%
Students scoring at or above Achievement Level 4	16	6%	16%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	31%	41%
Students scoring at or above Achievement Level 4	38	16%	26%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

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

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	341	68%	72%
Students scoring at or above Achievement Level 4	82	24%	25%

**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)	18		20
Participation in STEM-related experiences provided for students	18	50%	60%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	225	18%	20%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		80%	81%
Students taking one or more advanced placement exams for STEM-related courses	107	8%	10%
CTE-STEM program concentrators	5		6
Students taking CTE-STEM industry certification exams	170	12%	14%
Passing rate (%) for students who take CTE-STEM industry certification exams		62%	65%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	250	22%	24%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	75	5%	10%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		62%	65%
Students taking CTE industry certification exams	257	22%	25%
Passing rate (%) for students who take CTE industry certification exams		62%	65%
CTE program concentrators	125	10%	12%
CTE teachers holding appropriate industry certifications	15	100%	100%

**Area 8: Early Warning Systems**



**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	36	3%	2%
Students in ninth grade with one or more absences within the first 20 days	60	18%	15%
Students in ninth grade who fail two or more courses in any subject	75	21%	18%
Students with grade point average less than 2.0	200	12%	10%
Students who fail to progress on-time to tenth grade	40	11%	10%
Students who receive two or more behavior referrals	50	4%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	57	4%	3%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	186	58%	65%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	65	34%	65%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	15	58%	65%

**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**

Suwannee High School conducts and implements a parental involvement survey, parental involvement plan, and holds numerous parental involvement meetings throughout the school year. In addition, a parental involvement website is regularly updated.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Disciplinary Referrals Meeting	2	50%	60%
Student Financial Aid Meeting	2	50%	60%
Scholarships and/or Career Day Meetings	2	50%	60%

## 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

## Goals Detail

## 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

Procedures/Guidelines for ESOL:

The District's current ESOL Plan is attached along with the required ESOL Strategies for teachers' plan books. The District's ESOL Plan can also be accessed on FLDOE's website at <http://www.fldoe.org/aala>. Please review the following ESOL procedures and guidelines and contact the District ESOL Director if you need additional information or assistance.

You may also access the District's ESOL website at:

<http://suwannee.schooldesk.net/Departments/SpecialPrograms/TitleIIIESOL/ESOLFORMS/tabid/19467/Default.aspx>

I. At the beginning of the year please ensure the following:

1. The Principal (or designated Assistant Principal) and/or ESOL Guidance Counselor has placed each ELL student with an ESOL Endorsed teacher (or required hours for ESOL Categories II and III). The certification liaison at the

District Office can verify ESOL hours earned and advise regarding the number of hours required for certain subjects.

2. The ESOL Guidance Counselor has completed the new ELL Plans for students returning as ELL and entered the new plan dates in Focus.

3. The ESOL Guidance Counselor updates the green CUM/ESOL folders with above information and provides a copy to the student/parent.

4. The designated principal forwards the ESOL Strategies form (attached to this email) to all teachers of ESOL students to be placed in plan books and maintained throughout the year.

II. Throughout school year as needed:

1. Identification: At the time of student registration, if the Home Language Survey (HLS) has an affirmative response, the District has 20 school days to determine ESOL eligibility. The procedure outlined below must be

followed to ensure compliance with this requirement:

Action Responsible

Party

Due Date Documentation

Scan & Email the HLS and Enrollment

Form to District ESOL specialist and cc

ESOL counselor

Registrar Within three school days

from time of enrollment

Email with attachments

Conduct testing and deliver results and

related paperwork to the ESOL Counselor

ESOL

Specialist

Within 20 days from time of

enrollment

ESOL Counselor's signature  
on the ESOL

Documentation Form

Track 20 day period to ensure testing is  
completed and results are received

ESOL

Counselor

Within 15 days, if not  
received, email ESOL

Specialist

Email to ESOL Specialist

Prepare the following for new ELL  
students:

- ( ) 1. ESOL Documentation Form - S
- ( ) 2. Parent Invitation Letter - C
- ( ) 3. ELL Committee Report -C
- ( ) 4. ELL Program Participation Form -S
- ( ) 5. ELL Testing Information Form - S
- ( ) 6. ELL Student Plan -C
- ( ) 7. Parent/Student Interview Form, if  
applicable (C-with translation assistance)

ESOL

(S)pecialist

ESOL

(C)ounselor

Within 25 days from  
enrollment

Forms are completed and  
placed in green ESOL Cum

Folder

For transfer students with affirmative  
responses on the HLS request the  
following records:

- ( ) 1. Is student in an ESOL program
- ( ) 2. Name of entry test given for ESOL
- ( ) 3. Date of ESOL test
- ( ) 4. ESOL Classification date
- ( ) 5. Entry date into the ESOL program
- ( ) 6. Basis of entry
- ( ) 7. Exit date from ESOL program, if  
applicable
- ( ) 8. Exit date
- ( ) 9. Interview Form, if no available records

ESOL

Counselor

prepares, but

Registrar

enters into

Focus

Within 25 days from  
enrollment

Forms are completed and  
placed in green ESOL Cum

Folder.

Email information on new  
ESOL student to ESOL  
Specialist.

2. Monitoring LF Students – The school level ESOL Counselor is responsible for conducting a report card check

and entering dates in Focus for the two-year follow up period. Check points are:

- A) First report card after exiting
- B) Six months after exiting
- C) End of first school year after exiting
- D) End of second school year after exiting

When two year follow up for LF students has been completed, the ESOL Counselor changes the status in Focus to  
LZ

3. Exit testing with accompanying paperwork must be done as described below. The District ESOL Specialist will ensure:

The school ESOL coordinator and/or the designated ESOL Guidance Counselor administer the CELLA and state

assessments (FCAT, etc.). These are used as exit criteria for students whose ESOL entry dates fall between

March 1 and October 1. The district wide ESOL Specialist administers the LAS Links assessment to ELL students

whose entry dates fall outside the aforementioned time frame. The district uses the publisher's (LAS Links) recommended cut scores for exit purposes. The ELL Committee is involved in the exit process. The ELL Committee uses report card grades, classroom progress, progress monitoring, and state assessments during the school year to help determine if the ELL student is indeed ready to exit the program.

4. Extension of ELL Services:

If a student is classified as an English Language Learner (ELL) for three (3) years, an ELL Committee shall be

convened annually to re-evaluate the student's progress towards English language proficiency. The ELL Committee shall be convened no earlier than thirty (30) school days prior to the third anniversary of the student's

initial date entered a United States School, and no later than the anniversary date. However, if the student's anniversary date falls within the first two (2) weeks of any school year, the ELL committee may convene no later

than October 1 to provide sufficient time to re-evaluate student progress and analyze assessment results.

This

process shall be completed annually thereafter. Any student being considered for extension of services shall be

assessed on at least one (1) Department-approved assessment instrument. The assessment shall be administered

no earlier than thirty (30) school days prior to the student's anniversary date. The ELL Committee shall review the

student's academic record holistically and shall consider the assessment results. The following criteria is used to

determine whether the student is English language proficient:

- (a) Extent and nature of prior educational or academic experience, social experience, and a student interview;
- (b) Written recommendation and observation by current and previous instructional and supportive services staff;
- (c) Level of mastery of basic competencies or skills in English and/or heritage language according to state

or

national criterion-referenced standards, if any;

(d) Grades from the current or previous years; and

(e) Test results from tests other than the assessment

If a majority of the ELL Committee determines that the student is not English language proficient, ESOL services

shall be extended. If a majority of the ELL Committee determines that the student is English language proficient,

the student shall be exited from the ESOL program. The parents' preference as to whether the student is determined English language proficient or not English language proficient shall be considered in the final decision.

If an ELL Committee extends services, the Committee shall refer the student as necessary for appropriate remedial,

compensatory, special and supportive service evaluations, and programs. The basis and nature of the ELL Committee's decision on whether to extend or not to extend ESOL services shall be documented and maintained in

the student's file.

5. Student schedule changes require new ELL plan and Focus data. The ESOL Counselor facilitates this.

6. ELL Committee can meet at any time to discuss needs of ELL (LY and LF) students.

7. All ELL students MUST participate in ALL state assessments and be provided with appropriate accommodations, as

described on the ELL Committee Report form

8. All bilingual paraprofessionals' duties are described on the ESOL website.

Title X, Homeless Education Program

The Homeless Education program recognizes the increasing numbers of children living in poverty or neglect. Children who come to school with unmet physical, social, and emotional needs are unable to devote themselves to learning. Our future depends upon these children becoming literate, independent, and productive citizens.

The program believes a child has a right to equal access and opportunity in receiving an education. It is the school district's responsibility to ensure that homeless children are included in the educational process.

Title I Explained

Office of Title I Programs and Academic Intervention Services

Title I, Part A - Improving the Academic Achievement of the Disadvantaged

Title I, Part A, is intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. As the largest federal program supporting elementary and secondary education, Title I targets these resources to the districts and schools where the needs are greatest.

Title I, Part A, provides flexible funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high poverty schools. The program focuses on promoting schoolwide reform in high poverty schools and ensuring students' access to scientifically based instructional strategies and challenging academic content. Title I, Part A, provisions provide a mechanism for holding states, school districts, and schools accountable for improving the academic achievement of all students and turning around low performing schools, while providing alternatives to students in such schools to enable those students to receive a high-quality education.

Title I schoolwide and targeted assistance programs are required to use effective methods and instructional strategies that are grounded in scientifically-based research. School improvement plans, professional development, and technical assistance that districts provide to low-performing schools must be based on strategies that have a proven record of effectiveness.

Schools may use Title I funds for one or two approaches:

- Schoolwide Programs: High-poverty schools (those with 40% or more students from low-income families) are eligible to adopt schoolwide programs to raise the achievement of low-achieving students by improving instruction throughout the entire school, thus using Title I funds to serve all children.

- Targeted Assistance Programs: Schools that are not eligible for (or do not choose to operate) schoolwide programs must use Title I funds to provide targeted services to low-achieving students. Title I funds may be used for a variety of services and activities, most commonly for instruction in reading and mathematics. The legislation encourages the use of strategies such as extended day, extended year, and summer programs to increase learning time.  
Florida Department of Education, Office of Title I Programs and Academic Intervention Services Retrieved July 22, 2008 from <http://www.fldoe.org/bsa/title1/> .



## 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.*

## Appendix 2: Budget to Support School Improvement Goals