

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

61 - Suwannee

Mr. Jerry A Scarborough, Superintendent
Wayne Green, Region 2 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

Suwannee County Schools will educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens.

Provide the district's vision statement

Suwannee County Schools will meet the highest academic and social standards as set by the State of Florida and the federal government.

Supports for School Improvement

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

The district works ongoing with school based administration for the purpose of continual evaluation of student performance/needs and resources. Data is drilled down from the district to the school level so that resources can be allocated from a district to school problem solve process. Staff and resources are allocated based on both quantitative and qualitative data.

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

The process varies depending upon the need being assessed. As decisions are made regarding staffing, various departments analyze not only student projections in regards to class size but also the educational data for determining the specific needs of the students. Curricular resources are aligned from an elementary and secondary perspective from school to school and the shared for the purpose of correctly aligning the resources to the school/students. This problem solving process is inclusive of all departments and school based leaders for the purpose of continual improvement.

District Policies and Practices

Practices that will continue and grow throughout the coming year in the district are inclusive of curricular alignment initiatives within the district that are inclusive of D.A. team support. Additional practice alignment within the district involves the assistance of the Florida Inclusion Network as we begin working through the Best Practices for Inclusion (BPIE) system so to continually evaluate growth opportunities for our students with disabilities. The district has recently employed Teacher Support Colleagues that are working within the Department of Curriculum for the purpose of supporting not only the curricular and instructional needs of teachers across the district but also for the purpose of expansion as it relates to problem solving process and our practices as it relates to multi-tiered systems of support from the district to the classroom/student level.

Provide the district's definition of “operational flexibility” provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting

Sustainability of Improvement

Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements

The district is in the process of developing systems of support and examining current policies and procedures related to school support and expectations. It will be the responsibility of the Director of Curriculum and the Director of Elementary Education to supervise and monitor the continued supports for students in the schools. By planning for K-12 articulation in our district-wide academic plans and intervention maps, students success will be sustainable at the next level.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131405>

Describe the district's **ongoing** mechanisms for engaging families and the community in school improvement efforts.

Suwannee County Schools submits the Parental Involvement Plan annually through our Federal Programs department.

Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions

The district has regular monthly meetings with the school principals and district level directors. The meetings are held on the 3rd Wednesday of each month at 1pm. Following that meeting is a meeting of all principals, assistant principals with the Superintendent, Director of Curriculum and Instruction, and the Director of Elementary and Early Childhood Education. Discussions regarding district-wide needs are addressed at those meetings.

Weekly, the team of District Directors meet.

The Superintendent or Director of Curriculum/Early Childhood meet with schools individually on a regular basis.

One of the benefits of being a small district is the ability to call all stakeholders to the table as necessary. It's not difficult to find a way for all elementary or all secondary principals to meet when needed.

Effective Leadership

District Leadership Team

Provide the following contact information for each member of the district leadership team.:

Fitzpatrick, Janene, jfitzpatrick@suwannee.k12.fl.us

Title	Director
Phone	(386) 647-4647
Supervisor's Name	Jerry A. Scarborough
Supervisor's Title	Superintendent
Role and Responsibilities	Curriculum Instruction Assessment and Accountability School Choice Staff Development

Udell, Lila, lila.udell@suwannee.k12.fl.us

Title	Director
Phone	(386) 647-4638
Supervisor's Name	Jerry A. Scarborough
Supervisor's Title	Superintendent
Role and Responsibilities	Federal Programs Migrant, Homeless, ELL, PAL

Simpson, Elizabeth, elizabeth.simpson@suwannee.k12.fl.us

Title	Director
Phone	386-647-4631
Supervisor's Name	Jerry A. Scarborough
Supervisor's Title	Superintendent
Role and Responsibilities	Director of Student Services, ESE

Campbell, David, david.campbell@suwannee.k12.fl.us

Title	Director
Phone	386-647-4635
Supervisor's Name	Jerry A. Scarborough
Supervisor's Title	Superintendent
Role and Responsibilities	Director of Elementary and Early Childhood Education

Brothers, Bill, bill.brothers@suwannee.k12.fl.us

Title	Director
Phone	(386) 647-4633
Supervisor's Name	Jerry A. Scarborough
Supervisor's Title	Superintendent
Role and Responsibilities	Director of Human Resources

Scarborough, Jerry, jascarborough@suwanneeschools.org

Title	Superintendent
Phone	(386) 647-4600
Supervisor's Name	
Supervisor's Title	
Role and Responsibilities	The Superintendent leads the district. All directors report directly to the superintendent.

Educator Quality

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team

The district's procedure for ensuring high quality leadership teams is framed by the District's School Based Administrators Performance Appraisal System. The appraisal system's framework is based upon the Florida Principal Leadership Standards, which are the core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools.

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes

When school and community expectations are not being met, school-based administrators are reassigned as needed.

Public and Collaborative Teaching

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C

The districts first fiscal priority is the classroom. Any staffing allocation required for common planning at Focus schools is approved by the Director of Elementary Education and the Director of Human Resources.

Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction

Suwannee Elementary School has an Academic Coach on campus that provides training to teachers in the given areas. The Academic Coach works closely with the School Administration, Director of Elementary Education, District Math Coach, and District Teacher Support Colleagues (Reading Specialist, Science Specialist, STEM Specialist). All coaches keep a log of activities that is kept at the school and reviewed by school and district administration.

Suwannee Intermediate School also has an Academic Coach on campus and the same district support. They also have a Science Coach that is being provided from a School Improvement Grant.

Ambitious Instruction and Learning

Instructional Programs

Reading

Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan
Yes

Writing

List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

Top Score Writing

Program Type	Core
School Type	Elementary School
Description	A simple and effective approach to informative/explanatory, opinion/argumentative and narrative teaching that prepares 3rd-5th grade students for the state writing assessment.

Collins Writing

Program Type Supplemental

School Type Middle School, High School

Description The Collins Writing Program is designed to improve students' thinking and writing skills simultaneously. It is based on three essential principles:
Thinking and writing skills develop with frequent, meaningful practice.
Most students develop writing and thinking skills incrementally through a variety of informal and formal writing experiences.
Each of the Five Types of WritingSM serves a distinct instructional purpose that is easily adapted to student needs and differences between subject areas.
The program provides districts with a unified K–12 program that can be used in all classrooms and in all subject areas. It is not another add-on increasing teachers' workloads.
Instead, the Collins Writing Program offers teachers the Five Types of Writing assignments which develop students' essential writing and thinking skills in the context of their everyday classroom learning. The Five Types of Writing framework can be used strategically with all kinds of writing experiences whether they be:
informal and routine, or more formal
short or long
research-based or experienced-based
critical or creative
informative, argumentative, or narrative

Mathematics

List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

Accelerated Math

Program Type Supplemental, Intensive Intervention

School Type Elementary School, Middle School, High School

Description Accelerated Math is an individualized math practice program based on needs of individual students.

Go Math!

Program Type Core

School Type Elementary School

Description

Moby Max

Program Type	Supplemental
School Type	Elementary School, Middle School
Description	Online math practice.

Science

List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

Glencoe - Assorted Titles

Program Type	Core
School Type	Middle School, High School
Description	

GIZMOS

Program Type	Supplemental
School Type	Middle School, High School
Description	Gizmos are virtual manipulatives and simulation programs.

Instructional Alignment and Pacing

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals

Monitoring is done by observation of practice and analysis of student data at the classroom, school, and district levels. Documentation is provided monthly to support the time principals and assistant principals spend in classrooms gathering observational data. Currently the district is closely monitoring the implementation of the Language for Learning programs at the early grades. The Director of Elementary Education and the School Principals are working together to make sure that all children needing to be served by the program are receiving the benefit of resources.

Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another

Will the district use its Student Progression Plan to satisfy this question?

Yes

Provide the hyperlink to the plan

<http://suwannee.schooldesk.net/Departments/CurriculumandAssessment/tabid/7272/Default.aspx>

Provide the page numbers of the plan that addresses this question

Current year plan is not yet finalized.

Description

Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science

Yes

Needs Assessment

Underperforming Subgroups

Reading

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

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	63%	50%	No	67%
American Indian	60%	42%	No	65%
Asian	73%	66%	No	76%
Black/African American	44%	24%	No	50%
Hispanic	54%	40%	No	59%
White	69%	57%	No	72%
English language learners	42%	20%	No	49%
Students with disabilities	42%	19%	No	48%
Economically disadvantaged	57%	40%	No	62%

Mathematics

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

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	60%	52%	No	65%
American Indian	45%	30%	No	51%
Asian	86%	83%	No	87%
Black/African American	42%	26%	No	49%
Hispanic	55%	44%	No	60%
White	65%	58%	No	69%
English language learners	54%	32%	No	59%
Students with disabilities	42%	23%	No	49%
Economically disadvantaged	55%	44%	No	60%

Step Zero

District Improvement Goals

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

Problem Solving Key

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

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


Strategic Goals Summary

- G1.** Curriculum - If we will provide schools with a horizontally and vertically aligned K12 curriculum and assessments, then we will positively impact student achievement and other early warning indicators of student success.
- G2.** Professional Development - If Suwannee County will have quality, comprehensive, vertically and horizontally aligned, professional development which supports a culture of learning and teaching among ALL employees, then we will positively impact the effectiveness of all employees.
- G3.** EWS - If we are able to improve attendance in Suwannee County School District, then we ultimately increase academically engaged time, improve academic level of students, increase percentage of graduates, and impact a reduction in community poverty, as education is the great equalizer for opportunity.

Strategic Goals Detail

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

G1. Curriculum - If we will provide schools with a horizontally and vertically aligned K12 curriculum and assessments, then we will positively impact student achievement and other early warning indicators of student success. **1a**

 G049872

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	AMO Reading - All Students	2015-16	71.0
District-Wide	AMO Reading - American Indian	2015-16	69.0
District-Wide	AMO Reading - Asian	2015-16	79.0
District-Wide	AMO Reading - African American	2015-16	56.0
District-Wide	AMO Reading - Hispanic	2015-16	64.0
District-Wide	AMO Reading - White	2015-16	76.0
District-Wide	AMO Reading - ELL	2015-16	55.0
District-Wide	AMO Reading - SWD	2015-16	55.0
District-Wide	AMO Reading - ED	2015-16	67.0
District-Wide	AMO Math - All Students	2015-16	69.0
District-Wide	AMO Math - American Indian	2015-16	57.0
District-Wide	AMO Math - Asian	2015-16	89.0
District-Wide	AMO Math - African American	2015-16	55.0
District-Wide	AMO Math - Hispanic	2015-16	65.0
District-Wide	AMO Math - White	2015-16	73.0
District-Wide	AMO Math - ELL	2015-16	64.0
District-Wide	AMO Math - SWD	2015-16	55.0
District-Wide	AMO Math - ED	2015-16	65.0
District-Wide	FCAT 2.0 Science Proficiency	2015-16	60.0
District-Wide	CELLA Listening/Speaking Proficiency	2015-16	56.0
District-Wide	CELLA Reading Proficiency	2015-16	65.0
District-Wide	CELLA Writing Proficiency	2015-16	44.0

Resources Available to Support the Goal **2**

- FLDOE/NEFEC Professional Development and Assistance
- Teacher Support Colleagues (Specialist Coaches) provided by SEEC Grant
- Expert Teachers
- Performance Matters data/assessment platform
- Currently planned PD (at time of Problem-solving session)
- Administrative Support - District and School Level
- Early Release Wednesdays
- Progress Monitoring Tools
- Assessment Calendar
- Engery/Excitement Among Teachers
- Examples of Curriculum Maps from other Districts

- Technology
- Collaboration with other Districts
- Community Resources
- "Pre-Thinking" of Plan

Targeted Barriers to Achieving the Goal 3

- Time/Money Lack of Opportunities for Vertical Collaboration (time/physical location) Scope of Project - Limited time for implementation

Plan to Monitor Progress Toward G1. 8

Progress Monitoring Data

Person Responsible

Janene Fitzpatrick

Schedule

Quarterly, from 11/17/2014 to 6/17/2016

Evidence of Completion

Progress Monitoring Data will be evaluated with school administrators on a quarterly basis to identify needs for adjustment to curriculum maps.

G2. Professional Development - If Suwannee County will have quality, comprehensive, vertically and horizontally aligned, professional development which supports a culture of learning and teaching among ALL employees, then we will positively impact the effectiveness of all employees. **1a**

 G049892

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	Effective+ Teachers (Performance Rating)	2016-17	80.0

Resources Available to Support the Goal **2**

- Personnel • Willingness to Participate • Systems in Place – Early Release Days, Teacher Work Days • Summer Break • Outside Agencies – FIN, FDLRS, DA • Communication • Title Funds • PD Budget • Principal/Director Meetings • EOC/EVAL create need

Targeted Barriers to Achieving the Goal **3**

- Time • Ability to provide PD while respecting instructional time • Timeline necessary for advanced planning of Federal Funds • Lack of time needed for reflection and processing

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

Professional Development opportunities will be scheduled ahead of time and made available to all staff/faculty for selection.

Person Responsible

Bill Brothers

Schedule

Quarterly, from 8/18/2014 to 9/30/2016

Evidence of Completion

The PD calendar is TRACK will be continually updated to show PD Opportunities in the district.

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

Summer PD Plans will be scheduled ahead of time according to needs identified by data.

Person Responsible

Janene Fitzpatrick

Schedule

Annually, from 8/19/2014 to 9/30/2016

Evidence of Completion

A summer PD calendar will be ready by the end of February, 2015.

G3. EWS - If we are able to improve attendance in Suwannee County School District, then we ultimately increase academically engaged time, improve academic level of students, increase percentage of graduates, and impact a reduction in community poverty, as education is the great equalizer for opportunity.

1a

G049896

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Attendance rate	2015-16	95.0
District-Wide	Attendance Below 90%	2015-16	10.0
District-Wide	Students exhibiting two or more EWS indicators (Total)	2015-16	20.0

Resources Available to Support the Goal 2

- Community Agencies to support Parents and Students * Meridian Services in Schools * Corner Drug Store Individual & Family Counseling (50+) * Support of NAACP * Faith Based Supports for Schools * Love Inc. * DJJ – CINS/FINS * Case Staffings – CINS/FINS * Law Enforcement – relationships with kids & families * Truancy Court – (22 last year)
- Community Agencies to support Schools * DJJ – CINS/FINS * State Attorney's Office – Prosecution as needed * DMVH – Driver's License Suspension * Truancy Court – (22 last year)

Targeted Barriers to Achieving the Goal 3

- * Parent struggles that interfere * Not utilizing law enforcement due to lack of including them in the process * Time Limits of Truancy Court * Doctor's Notes (Need to understand ramifications when easily given) * Pockets within the community not understanding value of an education for their child and adult outcomes * Greater Community not understanding how this impacts their child and the community

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Curriculum - If we will provide schools with a horizontally and vertically aligned K12 curriculum and assessments, then we will positively impact student achievement and other early warning indicators of student success. **1**

 G049872

G1.B1 Time/Money Lack of Opportunities for Vertical Collaboration (time/physical location) Scope of Project - Limited time for implementation **2**

 B124835

G1.B1.S1 The District will adjust the 2015-2016 School Calendar to allow for time for Professional Development for teachers. **4**

 S188299

Strategy Rationale

The District has been unsuccessful at improving utilizing the current early release day each month of PD. Getting teachers to attend after school hours has not been successful, even when paying PD stipends. By implementing a formal PD Day in each month and following the research-based method of forming Professional Learning Communities, we will be able to give teachers the time and direction for focused improvement.

Action Step 1 **5**

The Suwannee County School Board will adopt a school calendar for 2015-2016 that will include monthly Professional Development days.

Person Responsible

Janene Fitzpatrick

Schedule

Evidence of Completion

The board approved 2015-2016 school calendar.

Action Step 2 5

Principals and Assistant Principals will attend "PLCs at Work" Institute to learn how to properly initiate the PLC concept at each school site.

Person Responsible

Janene Fitzpatrick

Schedule

On 7/31/2015

Evidence of Completion

Professional Development documentation from conference attendance.

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

Regular updates regarding progress and monitoring of PD Days will be given to the Superintendent and the Suwannee County School Board upon their request.

Person Responsible

Janene Fitzpatrick

Schedule

Quarterly, from 8/17/2015 to 6/17/2016

Evidence of Completion

Agendas from all PD Days, team documentation for goal setting and attendance.

G2. Professional Development - If Suwannee County will have quality, comprehensive, vertically and horizontally aligned, professional development which supports a culture of learning and teaching among ALL employees, then we will positively impact the effectiveness of all employees. 1

 G049892

G2.B1 Time • Ability to provide PD while respecting instructional time • Timeline necessary for advanced planning of Federal Funds • Lack of time needed for reflection and processing 2

 B124917

G2.B1.S1 Proactive Scheduling in Summer 4

 S138090

Strategy Rationale

Stakeholders requested that more time go into training scheduling for summer allowing for quality PD at a time that teachers can plan to attend easily.

Action Step 1 5

Meeting of Principals and District Leaders to Plan Summer Professional Development

Person Responsible

Janene Fitzpatrick

Schedule

Monthly, from 2/17/2016 to 5/25/2016

Evidence of Completion

Agenda item on Principal/Director monthly meeting.

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

Weekly Executive Team updates

Person Responsible

Jerry Scarborough

Schedule

Weekly, from 2/17/2016 to 5/18/2016

Evidence of Completion

Summer professional development updates will be provided to the Executive Leadership Team beginning the middle of February and continue weekly until summer begins.

G2.B1.S2 HCMS Development In coordination with the Superintendents BODLDP project and the TIF/SEEC grant, we will be looking at our Human Capital Management System during the course of this school year. **4**

 S138091

Strategy Rationale

Improving HCMS from recruitment to selection to induction and retention of teachers.....looking at the process as a system and gathering input and data regarding where the system can be made stronger, more qualified and supported teachers equals better student achievement.

Action Step 1 **5**

Continue to improve the New-Hire training for teachers.

Person Responsible

Bill Brothers

Schedule

Monthly, from 10/19/2015 to 6/10/2016

Evidence of Completion

New-Hire Training will be conducted by the Teacher Support Colleagues and supported by J. Fitzpatrick and B. Brothers.

Action Step 2 **5**

Create Action Plan for Recruiting and Retaining New Teachers

Person Responsible

Jerry Scarborough

Schedule

On 6/24/2016

Evidence of Completion

NEFEC's BODLDP Project Documentation

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

Documentation of New-Hire Training will be collected

Person Responsible

Janene Fitzpatrick

Schedule

On 6/24/2016

Evidence of Completion

Attendance sheets, powerpoints, and artifacts from New-Hire Training.