

Suwannee County Schools

Suwannee High School



2015-16 School Improvement Plan

Suwannee High School

1314 PINE AVE SW, Live Oak, FL 32064

www.suwannee.k12.fl.us/shs

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	34%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	38%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Suwannee County School Board on 12/15/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Suwannee High School will create and maintain a safe learning environment. We will encourage the support of community members to promote positive interactions with parents and students that leads to the highest level of success for all.

Provide the school's vision statement

Suwannee High School will work collaboratively ensuring that all students will learn meeting the academic standards set by the Florida Department of Education and the US Department of Education.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

One method the school uses to learn about students cultures is through an analysis of data. Demographic data gives insight into students needs with respect to socioeconomic status, levels of parental education, eligibility for free and reduced lunch, and needs of second language learners. Using this information teachers can isolate student weaknesses and needs. An analysis of test data helps teachers to determine starting points for instruction. Teachers believe that all students can learn and strive to build a mutual respect between themselves and their students. Parent surveys give valuable information into the expectations of parents. The implementation of Building Teacher/ Student relationships luncheons has promoted improved relations between students and faculty members.

Describe how the school creates an environment where students feel safe and respected before, during and after school

SHS takes great care to ensure that we provide our students with a safe learning environment. The school is equipped with video cameras. Teachers and students are required to carry a school identification badge. Visitors enter through the main door where they must provide identification to be cleared by our Raptor identification system. A visitors badge is issued after clearance is approved. Students participate in emergency drills. School administration is highly visible and teachers monitor halls and stand assigned duties before, during, and after school. A constant adult presence discourages unsafe behavior. In the classrooms, teachers and students are mutually respectful and students participate without fear of being wrong. Bullying is discouraged through education and enforcement of a district bullying policy. Signs are placed throughout the school to encourage students to report any form of bullying and methods to report bullying is printed in our daily bulletin and stated during morning announcements.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

SHS has a clear set of expectation with regards to student behavior. The student discipline handbook lists student behavior with the corresponding consequences. Teachers are encouraged to be

proactive through clear expectations, consistent enforcement of rules, and parental communication. A hall pass policy is used to monitor student request to leave class for any reason. In most cases, expectations are communicated on the first day of school and reinforced throughout the year. Teachers are encouraged to take attendance at the beginning of class and maximize time on task. Administration monitors extra curricular activities to minimize distractions during the school day. Teachers have the opportunity to participate in Champs training and school administration has been trained in CPI. Reminder emails encourage proactive measures regarding disciplinary and academic concerns.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social and emotional needs of all students are constantly assessed by teachers. Students with specific needs may be referred to guidance, or the school nurse. The guidance counselor or nurse may then make the appropriate referrals. Students are referred to a variety of external agencies that specialize in mental health counseling/ student services. Take Stock in Children provides mentoring for all of the participants in the program. A Crisis Support Team is established each year to provide emotional support to all students in the event of a crisis situation.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Guidance Counselors will use the early warning system report in FOCUS to identify students. This report includes the following early warning indicators: attendance below 90 percent, one or more suspensions, course failure in ELA or Math and Level 1 on state assessments.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	81	87	84	87	339
One or more suspensions	3	2	2	1	8
Course failure in ELA or Math	34	78	70	77	259
Level 1 on statewide assessment	61	0	9	39	109

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	32	36	30	48	146

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Guidance department monitors academic deficiency using FOCUS grade book early warning system report to guide academic counseling. Intervention strategies include in school and after school

tutoring, parental/teacher involvement and other interventions pertinent to student needs. Intensive Reading programs and the use of Reading Plus supports students failing English or scoring level 1 on state assessment. Opportunity School allows credit recovery opportunities.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Suwannee High School conducts and implements a parental involvement survey, parental involvement plan, and holds numerous parental involvement meetings throughout the school year. The mission and vision statements are presented to parents at the School Advisory Council meeting. A School Advisory Committee is established which include parents and community leaders who assist the school in determining strategies to improve student progress. Letters are mailed home to parents making them aware of any behavior or academic issues. The call out system is used to keep parents abreast of activities and events held at the school. In addition, a parental involvement website is regularly updated.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our teachers invite business organizations to school to give presentation related to the given class. A long lasting relationship has been established with a local bank and this partnership started with a Finance presentation in our Critical Thinking class. This process has provided a school bank that is operated by our students and utilized by our staff. The school encourages community leaders to participate in booster clubs for each extra curricula activity and these clubs provide tutoring and many other needs to our students. Business leaders will partner with the school on a campus beautification project designed to promote student pride in their school surroundings.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Boggus, Tammy	Assistant Principal
Stuckey, Angelia	Assistant Principal
Caldwell, Gary	Assistant Principal
Hines, Malcolm	Principal
Marshall, Audrey	Teacher, K-12
Broughton, Rhoda	Teacher, K-12
Harrell, Leah	Guidance Counselor
Boatright, Jeffry	Teacher, K-12
Land, Debra	Teacher, ESE
Tuvell, Kimberly	Teacher, K-12
Papapetrou, Nancy	Instructional Media
Gray, Ronnie	Dean
Aukerman, Doug	Teacher, K-12
Jacobson, Josh	Teacher, K-12
Roberts, marilyn	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team is made up of representatives from a variety of content areas and programs. Each member of the team is responsible for participation in meetings and helping reach a committee decision/recommendation for each student specific situation.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) 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. 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 leadership team functions under the leadership of the principal and meets monthly or as needed. The leadership team analyzes data and brings concerns to the table in order to meet the needs of all students. Problems are prioritized based on student need and direct effect on instructional environment. Research, brainstorming sessions, best practices, and discussion are all problem-solving activities that lead to recommendations for resolutions.

The Leadership Team makes decisions concerning RTI and 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.

The leadership team also works with the coordinators of other federal programs like ESOL, Homeless Education Program, and Migrant.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Amy Gregory	Parent
Jennifer McGee	Parent
Rhonda Scott	Parent
Valerie Smith	Parent
Pamela Carty	Parent
Catherine Cason	Education Support Employee
vanessa Menhennett	Teacher
Carla Blalock	Teacher
Jon Boggus	Business/Community
Jennifer McMillan	Parent
Matt McMillan	Parent
Julie Verdegem	Parent
Theresa Creech	Parent
Malcolm Hines (principal)	Principal
Gary Caldwell (AP)	Principal
Tammy Boggus (AP)	Principal
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The school improvement plan for the 2014-2015 school year was presented at the SAC meeting held on 9/22/15 for the evaluation of student gains.

Development of this school improvement plan

The School Leadership team was assembled to identify goals and set targets, brainstorm resources and barriers, prioritize barriers, prioritize strategies, develop and action plan for the strategy, determine how progress towards the goal is monitored and to determine how the action plan will be monitored. Also, the voting members of the SAC committee will meet on September 22nd, 2015 to view and discuss the plan.

Preparation of the school's annual budget and plan

The personnel of the school is the first item of interest regarding the budget preparation. The items budgeted for intensive reading, credit recovery and students who have not passed an EOC comes thereafter.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Only School Improvement Grant funds are available at this time.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hines, Malcolm	Principal
Boggus, Tammy	Assistant Principal
Caldwell, Gary	Assistant Principal
Stuckey, Angelia	Assistant Principal
Harrell, Leah	Guidance Counselor
Marshall, Audrey	Teacher, K-12
Land, Debra	Teacher, ESE
Boatright, Jeffry	Teacher, K-12
Cook, Bonita	Teacher, K-12
Broughton, Rhoda	Teacher, K-12
Hendry, Amy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Team is made up of administration, and teachers that possess leadership qualities and training in the area of reading. The team meets monthly or as needed to discuss school wide reading achievement, analyze data, and problem solve. The team also troubleshoots barriers that may inhibit student performance. The team's primary goal is to increase proficiency and student growth in the areas of reading and writing.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Each academic department has a team of teachers who work together to develop strategies and concepts to drive their academic instruction. Individuals in the given teams observe each other which promotes a positive working environment and the sharing of teaching methods. District implementation of Professional Learning Communities and Professional Development days provides time and structure for collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We pair stronger teachers with developing teachers as well as follow the districts teacher induction program for all new personnel. Teachers are paired based on content area, experience, and need. PECDS is the Suwannee County School District beginning teacher program which fosters the growth of the first year and/or beginning teacher. Mentor teachers meet with the school professional development facilitator to determine support needed. Mentors also identify areas of support and mentoring activities based on observations and feedback from the teacher being mentored about areas they have identified for support.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers develop curriculum maps that correlate standards to the nine-week period that the standard will be covered. These curriculum maps have been developed as part of a horizontal and vertical curriculum alignment initiative throughout our district. This procedure helps to ensure that all standards are covered and that an appropriate amount of time is spent on each standard. Teachers document standards and curriculum alignment in their lesson plan books and post standards and objectives to be covered daily. Content area learning communities ensure standard coverage and alignment throughout each department. Professional development is provided to assistant teachers in providing instruction that covers the rigor and depth of the standard.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Student data is provided by FOCUS, our Student Information System, and through Performance Matters, the progress monitoring and data analysis program. Teachers analyze data both from standardized assessments and from classroom assessments. In addition, teachers assess weaknesses based on individual classroom interaction. Teachers provide additional support before and after school and during their planning period. Many teachers recommend additional remediation through web site resources such as Algebra Nation and Khan Academy. Instruction may be modified and differentiated based on student need to cover only basic content for struggling learners or to expand content for advanced learners.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the 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 Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Harrell, Leah, leah.harrell@suwannee.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the 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.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Guidance counselors visit the middle school each spring to meet with and schedule upcoming ninth graders. Ninth graders and their parents attend freshman orientation where they are introduced into policies, procedures, and challenges of high school. All ninth grade students take career and research where they learn skills and strategies to promote success in high school and thereafter. The ninth grade guidance counselor continues to monitor progress and support freshman throughout the year.

All students receive support in their endeavors to graduate high school and continue their education. Academies and industry certifications allow opportunities to transfer directly into the workforce. Other students take Dual Enrollment and advanced placement classes to accelerate the accrual of college credit.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Suwannee High School incorporates many career-themed courses and programs 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 and academies. Examples of programs with industry certifications include Allied health/CNA, Agriculture/Agtech, Journalism/Addobe Suite, Finance/Quickbooks, and Culinary/ServeSafe and ProStart. Computers for college and careers is a class where students can earn a Microsoft Bundle certification. It serves as a preparatory class for other programs.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Career-themed courses and technical programs are integrated with to academic courses. The Finance Academy works closely with math classes. Allied health works with biology and biology 2.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Test taking strategies, and academic preparation for PERT, ACT, and SAT, 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. Students are given multiple opportunities to meet the criteria to be considered college ready.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School 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.** Suwannee High School Teachers will actively participate in Professional Learning Communities.
- G2.** Suwannee High School will increase overall daily attendance average to 91 percent.
- G3.** Students at Suwannee High School will be successful on the Algebra 1 EOC on the first attempt.
- G4.** Suwannee High School will increase the number of students scoring proficient in reading.

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. Suwannee High School Teachers will actively participate in Professional Learning Communities. 1a

G074599

Targets Supported 1b

Indicator	Annual Target
Teacher attendance rate	100.0

Resources Available to Support the Goal 2

- Dufour PLC resource materials
- PLC Conference
- Monthly PLC days

Targeted Barriers to Achieving the Goal 3

- Many teachers prefer to work in isolation.

Plan to Monitor Progress Toward G1. 8

FSA and EOC data will be analyzed to help support the effectiveness of PLC's

Person Responsible

Tammy Boggus

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

G2. Suwannee High School will increase overall daily attendance average to 91 percent. 1a

G074600

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	91.0

Resources Available to Support the Goal 2

- EWS notification.
- License revocation.
- Teachers monitor attendance and refer student with attendance issues to administration and guidance counselors.

Targeted Barriers to Achieving the Goal 3

- Students lack motivation to attend school.
- Students reach the compulsory age for school attendance and are given the authority at home to make the decision to attend school.

Plan to Monitor Progress Toward G2. 8

Annual daily attendance.

Person Responsible

Gary Caldwell

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Average daily attendance from student database.

G3. Students at Suwannee High School will be successful on the Algebra 1 EOC on the first attempt. 1a

G074601

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	55.0

Resources Available to Support the Goal 2

- Performance Matters data analysis and progress monitoring program
- Active Math Learning Community
- District Curriculum Map development
- Horizontal and Vertical curriculum alignment at the district level.

Targeted Barriers to Achieving the Goal 3

- Lack of resources to support instruction on newly developed tests.
- Lack of planning, lesson development, and instruction time.

Plan to Monitor Progress Toward G3. 8

Performance matters progress monitoring data.

Person Responsible

Schedule

Quarterly, from 8/17/2015 to 6/5/2016

Evidence of Completion

Analysis of progress monitoring data to determine strengths, weakness, and goal achievement.

G4. Suwannee High School will increase the number of students scoring proficient in reading. 1a

G074602

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0

Resources Available to Support the Goal 2

-
- Performance Matters data analysis and progress monitoring program.
- Active English Learning Community
- District Curriculum Map development
- Horizontal and vertical alignment at the district level
- Edivate Training

Targeted Barriers to Achieving the Goal 3

- Many Students enter ninth grade well below grade level.
- Apprehension of newly developed tests.
- Depth of understanding and interpretation of new standards.
- Lack of planning, lesson development, and instruction time.

Plan to Monitor Progress Toward G4. 8

Performance matters progress monitoring data

Person Responsible

Schedule

Quarterly, from 8/17/2015 to 6/5/2016

Evidence of Completion

Analysis of progress monitoring data to determine strengths, weaknesses and achievement of goal.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Suwannee High School Teachers will actively participate in Professional Learning Communities. **1**

 G074599

G1.B1 Many teachers prefer to work in isolation. **2**

 B194811

G1.B1.S2 Allow PLC leaders to have a say in developing the agenda **4**

 S206408

Strategy Rationale

Teachers that have a voice will exhibit more buy-in

Action Step 1 **5**

Department Leaders will provide an agenda for review before PLC days

Person Responsible

Tammy Boggus

Schedule

Monthly, from 8/17/2015 to 5/6/2016

Evidence of Completion

Agendas, Meeting notes, required products

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Collection of PLC documentation

Person Responsible

Tammy Boggus

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Collection of agendas, minutes, and products. Participation in PLC groups

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monthly meetings of PLC leaders will help monitor the effectiveness.

Person Responsible

Tammy Boggus

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Meeting Notes

G2. Suwannee High School will increase overall daily attendance average to 91 percent. 1

G074600

G2.B1 Students lack motivation to attend school. 2

B194812

G2.B1.S1 Attendance incentives and recognition. 4

S206409

Strategy Rationale

When students are recognized for improved performance they are encouraged to attend school.

Action Step 1 5

Students will be recognized for perfect attendance each nine weeks.

Person Responsible

Gary Caldwell

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Average daily attendance for each nine week period.

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

Check attendance follow-up and recognition program.

Person Responsible

Malcolm Hines

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

List of students who were recognized using public media sources.


Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G2.B1.S3 Target EWS and truant students with plans to correct behavior. 4

 S206411

Strategy Rationale

Meetings with guidance counselors encourage at risk students to attend school.

Action Step 1 5

Pull EWS data from student database.

Person Responsible

Leah Harrell

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

SST and counseling contact notes for student and parent conference.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Guidance meetings to discuss EWS tracking.

Person Responsible

Leah Harrell

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Guidance meetings notes and plans of action.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

EWS meetings with administration.

Person Responsible

Angelia Stuckey

Schedule

Monthly, from 8/17/2015 to 6/3/2016


Evidence of Completion

SST data collection and parent/student conference.


G3. Students at Suwannee High School will be successful on the Algebra 1 EOC on the first attempt. 1

 G074601

G3.B2 Lack of resources to support instruction on newly developed tests. 2

 B194815

G3.B2.S1 Attendance at the Florida Council of Teachers of Mathematics (FCTM) conference. 4

 S206412

Strategy Rationale

Communication with colleagues and acquisition of new materials.

Action Step 1 5

Teacher will attend the FCTM conference

Person Responsible

Kimberly Tuvell

Schedule

On 5/26/2016

Evidence of Completion

Training notes, materials, and resources

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Teacher will be provided with funding for registration and travel.

Person Responsible

Malcolm Hines

Schedule

On 5/26/2016

Evidence of Completion

Teacher will report back to the Math Learning Community to share new ideas and resources.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Support in the acquisition of new resources and materials

Person Responsible

Tammy Boggus

Schedule

On 6/5/2016

Evidence of Completion

Documentation of implementation in lesson plans.

G3.B2.S2 Monthly Learning Community Meetings 4

S206413

Strategy Rationale

These meetings give teachers the time to brainstorm, problem solve and discuss best practices.

Action Step 1 5

All members of the Math Professional Learning Community will meet monthly.

Person Responsible

Kimberly Tuvell

Schedule

On 5/6/2016

Evidence of Completion

Documentation in lesson plans, feedback, progress monitoring data, End Of Course test data

Action Step 2 5

Benchmark Focused Professional Development.

Person Responsible

Malcolm Hines

Schedule

On 5/6/2016

Evidence of Completion

Documentation in Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Department Chair will turn in an agenda for each meeting and documentation of implementation will appear in lesson plans.

Person Responsible

Tammy Boggus

Schedule

On 5/6/2016

Evidence of Completion

Meeting Agendas. Teacher Lesson Plans.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Teacher Feedback
Analysis of progress monitoring data

Person Responsible

Kimberly Tuvell

Schedule

Quarterly, from 9/3/2015 to 6/5/2016

Evidence of Completion

Meeting Agendas Progress monitoring data

G3.B4 Lack of planning, lesson development, and instruction time. 2

B194817

G3.B4.S1 School wide focus on bell to bell instruction. 4

S206414

Strategy Rationale

Teachers lose valuable time by stopping instruction 5 minutes early. Bell to bell instruction maximizes valuable instructional time.

Action Step 1 5

The school will focus on bell to bell instruction as a school wide initiative

Person Responsible

Malcolm Hines

Schedule

Daily, from 8/17/2015 to 6/5/2016

Evidence of Completion

Classroom walkthroughs

Action Step 2 5

Participation in Professional Learning Community on PD Days

Person Responsible

Kimberly Tuvell

Schedule

Monthly, from 9/2/2015 to 6/4/2016

Evidence of Completion

Artifacts from PLC including minutes, agendas, scheduled training, common assessments, lesson plans,

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Frequent and consistent classroom walkthroughs

Person Responsible

Malcolm Hines

Schedule

Weekly, from 8/17/2015 to 6/5/2016

Evidence of Completion

Documentation of administrative classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Documentation of classroom walkthroughs
Analysis of progress monitoring data.

Person Responsible

Tammy Boggus

Schedule

Quarterly, from 8/17/2015 to 6/5/2016

Evidence of Completion

Classroom walkthrough logs. Progress monitoring data.

G4. Suwannee High School will increase the number of students scoring proficient in reading. 1

G074602

G4.B1 Many Students enter ninth grade well below grade level. 2

B194818

G4.B1.S2 Provide Professional Development on reading strategies to implement across the curriculum.

4

S206416

Strategy Rationale

Although veteran members of the faculty have been trained in FRI, many of the newer members have not been exposed to implementation of reading strategies.

Action Step 1 5

Provide professional development in reading.

Person Responsible

Malcolm Hines

Schedule

Monthly, from 10/1/2015 to 5/6/2016

Evidence of Completion

Training sign-in sheets Documentation in lesson plans Administrative Walk throughs

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Lesson Plans documentation

Person Responsible

Tammy Boggus

Schedule

Monthly, from 9/30/2014 to 5/6/2015

Evidence of Completion

Lesson plans Student samples

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Analysis of progress monitoring data

Person Responsible

Tammy Boggus

Schedule

Quarterly, from 9/3/2015 to 5/6/2016


Evidence of Completion

Progress monitoring data

G4.B2 Apprehension of newly developed tests. 2

 B194819

G4.B2.S1 English teacher will attend the Florida Council of Teachers of English conference. 4

 S206417

Strategy Rationale

Teacher can receive training and materials to assist in educating students and teachers of the format, criteria, and expectations of the new test.

Action Step 1 5

Teacher will attend the FCTE conference

Person Responsible

Julie Hocutt

Schedule

On 6/5/2016

Evidence of Completion

Training notes, materials, and resources.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Teacher will be provided with funding for registration and travel.

Person Responsible

Malcolm Hines

Schedule

On 10/6/2016

Evidence of Completion

Teacher will report back to the English Learning Community to share new ideas and resources.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Analysis of progress monitoring data

Person Responsible

Tammy Boggus

Schedule

Quarterly, from 9/3/2015 to 5/6/2016

Evidence of Completion

Progress monitoring data

G4.B5 Lack of planning, lesson development, and instruction time. 2

B194822

G4.B5.S1 School wide focus on bell to bell instruction. 4

S206419

Strategy Rationale

Teachers lose valuable time by stopping instruction 5 minutes early. Bell to bell instruction maximizes valuable instructional time.

Action Step 1 5

The school will focus on bell to bell instruction as a school wide initiative.

Person Responsible

Malcolm Hines

Schedule

Daily, from 8/17/2015 to 6/5/2016

Evidence of Completion

Classroom walkthroughs.

Action Step 2 5

Continue use of Turnitin writing program

Person Responsible

Audrey Marshall

Schedule

Monthly, from 8/17/2015 to 5/6/2016

Evidence of Completion

Student Writing Samples

Action Step 3 5

Participation in Professional Learning Community

Person Responsible

Audrey Marshall

Schedule

On 5/4/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B5.S1 6

Frequent and consistent classroom walkthroughs

Person Responsible

Malcolm Hines

Schedule

Weekly, from 8/19/2015 to 6/5/2016

Evidence of Completion

Documentation of administrative classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 7

Analysis of progress monitoring data.

Person Responsible

Tammy Boggus

Schedule

Quarterly, from 9/3/2015 to 5/6/2016

Evidence of Completion

Progress monitoring data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Suwannee - 0043 - Suwannee High School - 2015-16 SIP
Suwannee High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	Department Leaders will provide an agenda for review before PLC days	Boggus, Tammy	8/17/2015	Agendas, Meeting notes, required products	5/6/2016 monthly
G2.B1.S1.A1	Students will be recognized for perfect attendance each nine weeks.	Caldwell, Gary	8/17/2015	Average daily attendance for each nine week period.	6/3/2016 quarterly
G2.B1.S3.A1	Pull EWS data from student database.	Harrell, Leah	8/17/2015	SST and counseling contact notes for student and parent conference.	6/3/2016 monthly
G3.B2.S1.A1	Teacher will attend the FCTM conference	Tuvell, Kimberly	9/13/2015	Training notes, materials, and resources	5/26/2016 one-time
G3.B2.S2.A1	All members of the Math Professional Learning Community will meet monthly.	Tuvell, Kimberly	9/13/2015	Documentation in lesson plans, feedback, progress monitoring data, End Of Course test data	5/6/2016 one-time
G3.B4.S1.A1	The school will focus on bell to bell instruction as a school wide initiative	Hines, Malcolm	8/17/2015	Classroom walkthroughs	6/5/2016 daily
G4.B1.S2.A1	Provide professional development in reading.	Hines, Malcolm	10/1/2015	Training sign-in sheets Documentation in lesson plans Administrative Walk throughs	5/6/2016 monthly
G4.B2.S1.A1	Teacher will attend the FCTE conference	Hocutt, Julie	9/13/2015	Training notes, materials, and resources.	6/5/2016 one-time
G4.B5.S1.A1	The school will focus on bell to bell instruction as a school wide initiative.	Hines, Malcolm	8/17/2015	Classroom walkthroughs.	6/5/2016 daily
G3.B2.S2.A2	Benchmark Focused Professional Development.	Hines, Malcolm	8/7/2015	Documentation in Lesson Plans	5/6/2016 one-time
G3.B4.S1.A2	Participation in Professional Learning Community on PD Days	Tuvell, Kimberly	9/2/2015	Artifacts from PLC including minutes, agendas, scheduled training, common assessments, lesson plans,	6/4/2016 monthly
G4.B5.S1.A2	Continue use of Turnitin writing program	Marshall, Audrey	8/17/2015	Student Writing Samples	5/6/2016 monthly
G4.B5.S1.A3	Participation in Professional Learning Community	Marshall, Audrey	9/7/2015		5/4/2016 one-time
G1.MA1	FSA and EOC data will be analyzed to help support the effectiveness of PLC's	Boggus, Tammy	8/17/2015		6/3/2016 monthly
G1.B1.S2.MA1	Monthly meetings of PLC leaders will help monitor the effectiveness.	Boggus, Tammy	8/17/2015	Meeting Notes	6/3/2016 monthly
G1.B1.S2.MA1	Collection of PLC documentation	Boggus, Tammy	8/17/2015	Collection of agendas, minutes, and products. Participation in PLC groups	6/3/2016 monthly
G2.MA1	Annual daily attendance.	Caldwell, Gary	8/17/2015	Average daily attendance from student database.	6/3/2016 quarterly
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Check attendance follow-up and recognition program.	Hines, Malcolm	8/17/2015	List of students who were recognized using public media sources.	6/3/2016 quarterly
G2.B1.S3.MA1	EWS meetings with administration.	Stuckey, Angelia	8/17/2015	SST data collection and parent/student conference.	6/3/2016 monthly
G2.B1.S3.MA1	Guidance meetings to discuss EWS tracking.	Harrell, Leah	8/17/2015	Guidance meetings notes and plans of action.	6/3/2016 weekly
G3.MA1	Performance matters progress monitoring data.		8/17/2015	Analysis of progress monitoring data to determine strengths, weakness, and goal achievement.	6/5/2016 quarterly
G3.B2.S1.MA1	Support in the acquisition of new resources and materials	Boggus, Tammy	8/19/2015	Documentation of implementation in lesson plans.	6/5/2016 one-time
G3.B2.S1.MA1	Teacher will be provided with funding for registration and travel.	Hines, Malcolm	9/15/2015	Teacher will report back to the Math Learning Community to share new ideas and resources.	5/26/2016 one-time
G3.B4.S1.MA1	Documentation of classroom walkthroughs Analysis of progress monitoring data.	Boggus, Tammy	8/17/2015	Classroom walkthrough logs. Progress monitoring data.	6/5/2016 quarterly
G3.B4.S1.MA1	Frequent and consistent classroom walkthroughs	Hines, Malcolm	8/17/2015	Documentation of administrative classroom walkthroughs.	6/5/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S2.MA1	Teacher Feedback Analysis of progress monitoring data	Tuvell, Kimberly	9/3/2015	Meeting Agendas Progress monitoring data	6/5/2016 quarterly
G3.B2.S2.MA1	Department Chair will turn in an agenda for each meeting and documentation of implementation will appear in lesson plans.	Boggus, Tammy	9/3/2015	Meeting Agendas. Teacher Lesson Plans.	5/6/2016 one-time
G4.MA1	Performance matters progress monitoring data		8/17/2015	Analysis of progress monitoring data to determine strengths, weaknesses and achievement of goal.	6/5/2016 quarterly
G4.B2.S1.MA1	Analysis of progress monitoring data	Boggus, Tammy	9/3/2015	Progress monitoring data	5/6/2016 quarterly
G4.B2.S1.MA1	Teacher will be provided with funding for registration and travel.	Hines, Malcolm	9/22/2015	Teacher will report back to the English Learning Community to share new ideas and resources.	10/6/2016 one-time
G4.B5.S1.MA1	Analysis of progress monitoring data.	Boggus, Tammy	9/3/2015	Progress monitoring data	5/6/2016 quarterly
G4.B5.S1.MA1	Frequent and consistent classroom walkthroughs	Hines, Malcolm	8/19/2015	Documentation of administrative classroom walkthroughs.	6/5/2016 weekly
G4.B1.S2.MA1	Analysis of progress monitoring data	Boggus, Tammy	9/3/2015	Progress monitoring data	5/6/2016 quarterly
G4.B1.S2.MA1	Lesson Plans documentation	Boggus, Tammy	9/30/2014	Lesson plans Student samples	5/6/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Suwannee High School Teachers will actively participate in Professional Learning Communities.

G1.B1 Many teachers prefer to work in isolation.

G1.B1.S2 Allow PLC leaders to have a say in developing the agenda

PD Opportunity 1

Department Leaders will provide an agenda for review before PLC days

Facilitator

PLC Leaders

Participants

Departments and PLC's

Schedule

Monthly, from 8/17/2015 to 5/6/2016

G3. Students at Suwannee High School will be successful on the Algebra 1 EOC on the first attempt.

G3.B2 Lack of resources to support instruction on newly developed tests.

G3.B2.S1 Attendance at the Florida Council of Teachers of Mathematics (FCTM) conference.

PD Opportunity 1

Teacher will attend the FCTM conference

Facilitator

Participants

Schedule

On 5/26/2016

G3.B2.S2 Monthly Learning Community Meetings

PD Opportunity 1

All members of the Math Professional Learning Community will meet monthly.

Facilitator

Jim Wilson/Kim Tuvell

Participants

Math Learning Community

Schedule

On 5/6/2016

PD Opportunity 2

Benchmark Focused Professional Development.

Facilitator

Participants

Schedule

On 5/6/2016

G3.B4 Lack of planning, lesson development, and instruction time.

G3.B4.S1 School wide focus on bell to bell instruction.

PD Opportunity 1

Participation in Professional Learning Community on PD Days

Facilitator

Participants

Schedule

Monthly, from 9/2/2015 to 6/4/2016

G4. Suwannee High School will increase the number of students scoring proficient in reading.

G4.B1 Many Students enter ninth grade well below grade level.

G4.B1.S2 Provide Professional Development on reading strategies to implement across the curriculum.

PD Opportunity 1

Provide professional development in reading.

Facilitator

Participants

Training and consult to reiterate reading strategies and maximize remediation efforts.

Schedule

Monthly, from 10/1/2015 to 5/6/2016

G4.B2 Apprehension of newly developed tests.

G4.B2.S1 English teacher will attend the Florida Council of Teachers of English conference.

PD Opportunity 1

Teacher will attend the FCTE conference

Facilitator

Participants

Schedule

On 6/5/2016

G4.B5 Lack of planning, lesson development, and instruction time.

G4.B5.S1 School wide focus on bell to bell instruction.

PD Opportunity 1

Participation in Professional Learning Community

Facilitator

Participants

Schedule

On 5/4/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S2.A1	Department Leaders will provide an agenda for review before PLC days				\$0.00
2	G2.B1.S1.A1	Students will be recognized for perfect attendance each nine weeks.				\$0.00
3	G2.B1.S3.A1	Pull EWS data from student database.				\$0.00
4	G3.B2.S1.A1	Teacher will attend the FCTM conference				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$1,000.00
<i>Notes: TIF/SEEC Grant</i>						
5	G3.B2.S2.A1	All members of the Math Professional Learning Community will meet monthly.				\$0.00
6	G3.B2.S2.A2	Benchmark Focused Professional Development.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$500.00
7	G3.B4.S1.A1	The school will focus on bell to bell instruction as a school wide initiative				\$0.00
8	G3.B4.S1.A2	Participation in Professional Learning Community on PD Days				\$0.00
9	G4.B1.S2.A1	Provide professional development in reading.				\$4,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$4,800.00
<i>Notes: TIF/SEEC Grant</i>						
10	G4.B2.S1.A1	Teacher will attend the FCTE conference				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$1,000.00
<i>Notes: TIF/SEEC Grant</i>						
11	G4.B5.S1.A1	The school will focus on bell to bell instruction as a school wide initiative.				\$0.00
12	G4.B5.S1.A2	Continue use of Turnitin writing program				\$0.00
13	G4.B5.S1.A3	Participation in Professional Learning Community				\$0.00
					Total:	\$7,300.00