A. K. Suter Elementary School

2016-17 Schoolwide Improvement Plan

A. K. Suter Elementary School

501 PICKENS AVE, Pensacola, FL 32503

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	43%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	B

*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 is pending approval by the Escambia County School Board.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for A. K. Suter Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The faculty, staff, families, and community of A.K. Suter Elementary unite to instill in our students a high
standard of academic excellence and responsible behavior that will prepare them to compete in a rapidly
changing and culturally diverse society.

b. Provide the school's vision statement.

A.K. Suter Elementary School strives to be a complete educational experience for all students, a place where all children are nurtured, educated and loved.

2. School Environment

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

Cultural sensitivity training is provided to all of our staff by our school's ESE teachers, guidance counselor, school social worker and administrators. Students are encouraged to celebrate their culture in art projects, writings, music, and performance.

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

A.K. Suter provides a safe environment for all students. Staff are trained to recognize student needs and respond accordingly. Our guidance counselor and school psychologist provide professional development that teaches our staff to recognize a student who may need assistance.

c. 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.

A.K. Suter uses a Positive Behavior System. Students are rewarded daily for good behavior and good citizenship using our Dolphin Dollars. Weekly drawings are held on our school wide television program. Students whose names are drawn are recognized on our television program for their good citizenship and get to draw a prize from the school's treasure box.

Behavior expectations are posted throughout the school. All staff use the same terminologies when dealing with or discussing behaviors with students. Additionally, the Behavior Leadership Team provided a presentation with teachers and staff to discuss the new Behavior Conference Form. This form outlines classroom managed behaviors that must be documented before contacting administration. Also, this form will be used and discussed during RtI when needed.

d. 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.

A.K. Suter Elementary has a full-time guidance counselor. The guidance counselor serves on our school's leadership team and provides on-going professional development to teachers.
Examples of staff training: Anti-Bullying, How to Recognize Bullying,Students Dealing and Coping with Divorce, and Students Dealing and Coping with Death.
A.K. Suter has an active mentoring program. Trinity Presbyterian Church provides weekly tutors for our students. We also have area business mentors that volunteers hours to students weekly.

3. 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).

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

All level 1 students are immediately placed in our school's RTI process if they are not already in RTI. Students who miss 4 days in nine-weeks go through our attendance process. This involves parent meetings with administrators and school social worker to discuss ways of improving attendance and the importance of being in school everyday.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	6	6	9	9	11	0	0	0	0	0	0	0	47
One or more suspensions	0	4	3	3	0	1	0	0	0	0	0	0	0	11
Course failure in ELA or Math	6	5	3	1	2	1	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	4	0	11	0	0	0	0	0	0	0	15

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	1	2	1	2	3	0	0	0	0	0	0	0	11

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

Attendance meetings are held every two months with parents of students missing 3 or more days a month (unexecused).
Guidance services are offered to all students receiving referrals.
Behavior plans for individual students are developed as needed.
Mentors are placed with at-risk students.

B. Family and Community Engagement
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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/304928.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. 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.

The administration team build partnerships and relationships with local businesses and partners. Meetings are held to discuss academic and behavior data as well as students' and teachers' needs for improving academic excellence.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Queen, Russell	Principal
Loggins, Jesse	Teacher, K-12
Low, Kelly	Teacher, K-12
Proshek, Amy	School Counselor
Thomas, Dr. Kimberly	Assistant Principal
Carithers, Caroline	Teacher, K-12
Burke, Stephanie	Teacher, K-12
Lewis, Traci	Teacher, K-12
McWethy, Heather	Teacher, K-12
Kelly, Kathy	Teacher, K-12
Bouillion, Raynee	Teacher, K-12

b. Duties

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

Russell Queen - Principal, Dr. Kimberly Thomas-Assistant Principal, Amy Proshek - Guidance Counselor and Kelly Low - School Psychologist; share a common vision to make sound decisions for students based on data; they ensure implementation of the RTI process, professional learning opportunities to keep teachers current with the RTI process and other best practices and instructional strategies, and communicate with parents about the school based plans.

2. 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.

Each classroom teacher maintains ongoing student achievement records for Progress Monitoring. Students that are identified as deficient in meeting expectations (academic or behavior) are discussed at the team level to develop initial intervention strategies. These strategies are implemented and monitored at the classroom and team level. Students that continue to show deficiencies are discussed at the follow up RTI meetings where additional strategies of intervention are discussed and an implementation plan continued. Data is reviewed monthly by the team.

A.K. Suter Elementary receives support through Federal, State, and local programs. Title I funds are used to provide substitute teachers for staff training and parent conferences. Title I funds also purchase a technology coordinator two (2) days a week.

Title I, Part C-Migrant:
Services for migrant children are provided by the district level Title I office. After thorough checking of the migrant student information exchange (MSIX)system and our local student data base, A.K. Suter does not have any students designated as migrant.

Title I, Part D:
Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen y the Title I office.

Title II:
Professional development is offered at both the school and district level.

Title III:
Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school were ESOL endorsed teachers provide services.

Title X - Homeless:
The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identifies as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the district Title I office. A.K. Suter has eight (8) students who fit the criteria for homeless.

SAI
SAI money is used to provide technology devices and software used for instruction. SAI money is also used to purchase supplementary curriculum for struggling students.

Violence Prevention Programs:
The school offers a non-violence and drug prevention program to all students that incorporates curriculum and counseling.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Russell F. Queen	Principal
Stacy Noeth	Parent
Simmi Taylor	Parent
Angela Zapatka	Parent
Michael Tracey	Business/Community
Debbie Jones	Teacher
Aprile Cushon	Parent
Jessica Hellons-Poindexter	Parent
Dr. Kimberly Thomas	Principal
Stephanie White	Business/Community
Patrick McCown	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council will review the School Improvement Plan at the September 2016 meeting. All goals and budget items will be discussed. Florida Standards Assessment data will also be shared with stakeholders.

b. Development of this school improvement plan

The SAC will meet a minimum of eight (8) times during the school year. The council will review the school budgets, school improvement plan, Title I Parent Involvement Plan, and other school related items.
After reviewing all pertinent data, the School Advisory Council helps with setting the goals for the school.

c. Preparation of the school's annual budget and plan

The School Advisory Council receives a detailed budget overview. The discussions on these issues are outlined during the February and March School Advisory Council meetings.

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

School Improvement funds were allocated for parent-teacher meetings (substitutes) during school hours for teachers to discuss student progression with parents. Additionally, funds were used for resources and materials to enhance instruction and student learning. The budget is as follows:

Function 6150: 1,568.00
Function 5100: 18,970.00

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Thomas, Dr. Kimberly	Assistant Principal
Carithers, Caroline	Teacher, K-12
Low, Kelly	Psychologist
Proshek, Amy	School Counselor
Queen, Russell	Principal
Stillman, Paula	Instructional Media
Farmer, Lauren	Teacher, K-12
Ryan, Deirdre	Teacher, K-12
Anderson, Susan	Teacher, K-12
Eiser, Tracy	Teacher, K-12
Diettel, Diedra	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Proper Implementation of the District adopted Reading Series, "Reading Wonders." Additionally, we will use word study as well as other Accelerated Reader and other reading activities to engage and motivate students to read. In conjunction with the Media Services, we will collaborate and work on monthly reading events.

D. Public and Collaborative Teaching

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

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

Bi-monthly grade level meetings are held. The administrators also meet with team leaders monthly to discuss academic and behavioral concerns. The administrators respond to a written list of grade level questions or concerns at each meeting. The grade level leader works as the liaison between the grade level and district support. We will also implement monthly data meetings with grade levels.

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

The administrators assign consulting teacher to all first year teachers. Veteran Suter teachers are assigned as mentors to experienced teachers that are new to our school. The district's START teacher program is used with all beginning teachers.

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

New teachers are paired with a veteran teacher on their grade level. The teacher is able to answer questions and concerns of the beginning teacher. A beginning teacher inservice is held to answer campus specific questions. The new teacher meets weekly with their grade level.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All grade levels follow the district developed standard frameworks for English Language Arts and Mathematics and standards for all other content areas. Periodic grade level reviews are conducted by the administrators to ensure fidelity to the pacing guides. We have identified key individuals to represent each subject area such as English Language Arts, Mathematics, Science, and Social Studies. These team leaders meet with district level staff monthly to discuss current trends and issues. After which, they disseminate the information to staff members.

b. Instructional Strategies

1. 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.

Discovery Education and district level assessments are used along with state assessments to determine enrichment, differentiated instruction and remediation of students. All teachers use intensive interventions to work with struggling students in all subject areas needed. Mentors and tutors are assigned to struggling students. These individuals meet weekly with students under the supervision of a classroom teacher or ERT to provide supplemental reading and math assistance.

2. 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: Extended School Day
Minutes added to school year: 0

> N/A
>
> ***Strategy Rationale***
>
> ***Strategy Purpose(s)***
> ""
>
> ***Person(s) responsible for monitoring implementation of the strategy***
> ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***
>
> N/A

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

A.K. Suter schedules an orientation for all students. Assistance is given to parents with all grade level registrations. We also assist families with transportation and child care options. Electronic and written correspondences are used such as school website, letters to parents, PTA Facebook page, and school messenger.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   Increase performance of students in the lower quartile on FSA in Mathematics to 55%.

G2.   Increase performance of students in the lower quartile on FSA in English Language Arts to 60%.

G3.   Implement monthly data meetings with teachers as well as have teachers implement data chats and conference logs with students monthly to discuss progress.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase performance of students in the lower quartile on FSA in Mathematics to 55%. [1a]

🔑 G083942

Targets Supported [1b]

Indicator	Annual Target
Math Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal [3]

- Resources

- Attendance/Tardies

Resources Available to Help Reduce or Eliminate the Barriers [2]

- Curriculum Specialist

- Florida State Standards

- Professional Learning Community

Plan to Monitor Progress Toward G1. [8]

Student formative and summative assessments such as Discovery Education data, District Assessments, and FSA data as well as teacher observation data will be used to determine success. Additionally, we will review student conference logs and data meeting notes to determine progress.

Person Responsible
Russell Queen

Schedule
On 5/26/2017

Evidence of Completion
Student data, teacher observations, student conference logs, and data meeting notes will be used to document evidence of implementation.

G2. Increase performance of students in the lower quartile on FSA in English Language Arts to 60%. `1a`

🔑 G083943

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- Common Planning/Time

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District level curriculum specialist

- Professional development in Florida State Standards

- Professional Learning Communities

Plan to Monitor Progress Toward G2. `8`

Discovery Education assessments, District Quarterly assessments, FSA data

Person Responsible
Russell Queen

Schedule
Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion
Sign-in sheets, administration observations, assessments

G3. Implement monthly data meetings with teachers as well as have teachers implement data chats and conference logs with students monthly to discuss progress. `1a`

🔍 G083944

Targets Supported `1b`

Indicator	Annual Target
School Grade - Percentage of Points Earned	70.0

Targeted Barriers to Achieving the Goal `3`

- Training schedule

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Teachers sharing best practices

- Teacher leaders sharing ideas and strategies

Plan to Monitor Progress Toward G3. `8`

We will review student data and use classroom observations as well as conference logs.

Person Responsible
Russell Queen

Schedule
Monthly, from 9/19/2016 to 9/19/2016

Evidence of Completion
Teacher observations, classroom conference logs, student data notebooks and/or charts-graphs

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. Increase performance of students in the lower quartile on FSA in Mathematics to 55%. [1]

🔑 G083942

> **G1.B1** Resources [2]
>
> 🔑 B223020

>> **G1.B1.S1** We will allow for collaborative planning and team meetings to discuss best practices. Also, we will work with curriculum specialists on resources and professional development opportunities. [4]
>>
>> 🔑 S235302

>> **Strategy Rationale**
>>
>> Teachers are still learning to navigate and gain an understanding of the Florida State Standards. They are working on dissecting and understanding the hierarchical structure of standards as students progress across grade levels; therefore, it's important to provide consistent support to teachers as they move through this process.

>> **Action Step 1** [5]

>> We will allow for a monthly common planning time to discuss student data and best practices. Additionally we will discuss resources and materials used to determine effectiveness of implementation.

>>> **Person Responsible**
>>>
>>> Dr. Kimberly Thomas
>>>
>>> **Schedule**
>>>
>>> Monthly, from 9/19/2016 to 5/26/2017
>>>
>>> ***Evidence of Completion***
>>>
>>> Monthly sign in sheets, observation data, student formative and summative assessments

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

Administration will monitor student data as well as teacher classroom observations by conducting classroom observations. Administration will also attend monthly data meetings and teacher collaborative thinking and planning time.

Person Responsible

Dr. Kimberly Thomas

Schedule

On 5/26/2017

Evidence of Completion

Student data as well as classroom observations will be reviewed and discussed with stakeholders.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Administration will facilitate the data meetings and discuss with teachers successes and concerns.

Person Responsible

Dr. Kimberly Thomas

Schedule

On 5/26/2017

Evidence of Completion

Data meeting notes, classroom observations, and student assessments will be used to determine effectiveness.

G2. Increase performance of students in the lower quartile on FSA in English Language Arts to 60%. `1`

🔑 G083943

G2.B1 Common Planning/Time `2`

🔑 B223022

G2.B1.S1 We will develop a schedule to ensure that monthly data meetings and data chats are occurring with teachers and students. `4`

🔑 S235303

Strategy Rationale

The rationale for this strategy is due to teachers' concern with Florida State Standards and implementing standards with fidelity we will seek district specialists and our team leaders to provide on-going professional development with our teachers. Also, implementing consistent data meetings will help us to monitor student progress.

Action Step 1 `5`

We will develop a monthly data meeting calendar and have consistent conferences with teachers, parents, and students to review and discuss formative and summative assessments.

Person Responsible

Russell Queen

Schedule

Monthly, from 9/26/2016 to 5/26/2017

Evidence of Completion

We will gather agendas, observation data, and assessments results to monitor progress.

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

The leadership team will meet at least once per month to monitor and discuss data. The information will be disseminated to all stakeholders.

Person Responsible

Russell Queen

Schedule

Monthly, from 9/19/2016 to 9/19/2016

Evidence of Completion

The leadership team will monitor student assessment results both formative and summative in nature, as well as, teacher observation results.

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

We will use data points such as formative and summative assessments as well as teacher observation results.

Person Responsible

Russell Queen

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Assessment results

G3. Implement monthly data meetings with teachers as well as have teachers implement data chats and conference logs with students monthly to discuss progress. 1

🔑 G083944

G3.B1 Training schedule 2

🔑 B223025

G3.B1.S1 We will conduct monthly data meetings and have teachers conference with students monthly concerning formative and summative assessments. 4

🔑 S235304

Strategy Rationale

The purpose of this strategy is to review and discuss data so that not only students know where they are and where they need to focus, but also so we as a team can discuss and collaborate on best practices and resources for each other. We also want to ensure that we are targeting and focusing on the lower quartile students and sharing what is and is not working with students.

Action Step 1 5

We will develop a calendar, discuss, and review data monthly. We will also provide resources and materials for teacher implementation. Teachers will meet with parents and provide additional resources concerning student learning.

Person Responsible

Russell Queen

Schedule

Monthly, from 9/19/2016 to 9/19/2016

Evidence of Completion

The administrators will use agendas, handouts, observation data, and student data to document professional development.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

We will facilitate data meetings as well as have teachers keep data notebooks and/or conference logs on how they have disseminated data with students and other stakeholders.

Person Responsible

Russell Queen

Schedule

Monthly, from 9/19/2016 to 9/19/2016

Evidence of Completion

Calendars and data notebooks and/or conference logs will be used as documentation of evidence.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

We will review student assessment results, conference and data monthly. We will also meet with grade level chairs to discuss progress, suggestions, and revisions of implementation.

Person Responsible

Russell Queen

Schedule

Monthly, from 9/19/2016 to 9/19/2016

Evidence of Completion

Student assessment results and/or conference logs will serve as evidence of effectiveness.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G3.MA1 M308295	We will review student data and use classroom observations as well as conference logs.	Queen, Russell	9/19/2016	Teacher observations, classroom conference logs, student data notebooks and/or charts-graphs	9/19/2016 monthly
G2.B1.S1.MA1 M308291	The leadership team will meet at least once per month to monitor and discuss data. The information...	Queen, Russell	9/19/2016	The leadership team will monitor student assessment results both formative and summative in nature, as well as, teacher observation results.	9/19/2016 monthly
G3.B1.S1.MA1 M308293	We will review student assessment results, conference and data monthly. We will also meet with...	Queen, Russell	9/19/2016	Student assessment results and/or conference logs will serve as evidence of effectiveness.	9/19/2016 monthly
G3.B1.S1.MA1 M308294	We will facilitate data meetings as well as have teachers keep data notebooks and/or conference...	Queen, Russell	9/19/2016	Calendars and data notebooks and/or conference logs will be used as documentation of evidence.	9/19/2016 monthly
G3.B1.S1.A1 A303303	We will develop a calendar, discuss, and review data monthly. We will also provide resources and...	Queen, Russell	9/19/2016	The administrators will use agendas, handouts, observation data, and student data to document professional development.	9/19/2016 monthly
G1.MA1 M308289	Student formative and summative assessments such as Discovery Education data, District Assessments,...	Queen, Russell	9/19/2016	Student data, teacher observations, student conference logs, and data meeting notes will be used to document evidence of implementation.	5/26/2017 one-time
G2.MA1 M308292	Discovery Education assessments, District Quarterly assessments, FSA data	Queen, Russell	9/19/2016	Sign-in sheets, administration observations, assessments	5/26/2017 monthly
G1.B1.S1.MA1 M308287	Administration will facilitate the data meetings and discuss with teachers successes and concerns.	Thomas, Dr. Kimberly	9/19/2016	Data meeting notes, classroom observations, and student assessments will be used to determine effectiveness.	5/26/2017 one-time
G1.B1.S1.MA1 M308288	Administration will monitor student data as well as teacher classroom observations by conducting...	Thomas, Dr. Kimberly	9/19/2016	Student data as well as classroom observations will be reviewed and discussed with stakeholders.	5/26/2017 one-time
G1.B1.S1.A1 A303301	We will allow for a monthly common planning time to discuss student data and best practices....	Thomas, Dr. Kimberly	9/19/2016	Monthly sign in sheets, observation data, student formative and summative assessments	5/26/2017 monthly
G2.B1.S1.MA1 M308290	We will use data points such as formative and summative assessments as well as teacher observation...	Queen, Russell	9/19/2016	Assessment results	5/26/2017 monthly
G2.B1.S1.A1 A303302	We will develop a monthly data meeting calendar and have consistent conferences with teachers,...	Queen, Russell	9/26/2016	We will gather agendas, observation data, and assessments results to monitor progress.	5/26/2017 monthly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	We will allow for a monthly common planning time to discuss student data and best practices. Additionally we will discuss resources and materials used to determine effectiveness of implementation.				$3,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	692-Computer Software Non-Capitalized	0501 - A. K. Suter Elementary School	Title I, Part A	583.0	$3,800.00
2	G2.B1.S1.A1	We will develop a monthly data meeting calendar and have consistent conferences with teachers, parents, and students to review and discuss formative and summative assessments.				$1,827.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	140-Substitute Teachers	0501 - A. K. Suter Elementary School	Title I, Part A	583.0	$1,827.00
3	G3.B1.S1.A1	We will develop a calendar, discuss, and review data monthly. We will also provide resources and materials for teacher implementation. Teachers will meet with parents and provide additional resources concerning student learning.				$6,964.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0501 - A. K. Suter Elementary School	Title I, Part A	583.0	$6,964.00
					Total:	$12,591.00