

Suwannee Riverside Elementary



2016-17 Schoolwide Improvement Plan

Suwannee Riverside Elementary

1625 WALKER AVE SW, Live Oak, FL 32064

sps.suwannee.k12.fl.us

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 PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2017-18
Grade	

**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 10/25/2016.

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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	27
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	28

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 Suwannee Riverside Elementary

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

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

b. Provide the school's vision statement.

Suwannee County School District will be a system of excellence ensuring all students are prepared for personal success.

2. School Environment

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

All teachers are ESOL endorsed or are working towards this endorsement. Our ELL and Migrant students are grouped into MYSQL classes with ESOL endorsed teachers. Bilingual paraprofessionals work with this population. All information sent home is translated for teachers into Spanish.

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

We believe in creating a culture where students feel safe and want to come to learn. Our teachers participate in training and professional development and we model this behavior in the way we treat students and parents.

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.

Our school implements CHAMPS, a proactive behavior program. Students are taught the rules, procedures and expectations from day 1. They know the procedures for transitioning in the classroom as well as in the hallways. Staff members give out tickets to students showing exemplary behavior. Students earn tickets for their classroom. Once the class completes a ticket (sticker) chart, the entire class earns a reward. This program helps students feel safe and respected because all students know the rules and procedures and are recognized for this good behavior.

We also implement "Bulldog Character Traits" Students that exhibit an understanding of the monthly character trait and or being a model student (following all school expectations) will have the opportunity to earn "Positive Bulldog Bucks". Each teacher will receive "Bulldog Bucks" to use in their classroom to distribute throughout the month to the students displaying the monthly character trait or positive behavior. Students have the opportunity to earn multiple "Bulldog Bucks" each month (there are NO limits on good behavior). Each teacher will receive a "Bulldog Bucket" to keep in their classroom. When students receive "Bulldog Bucks" they will place it in the bucket for a monthly drawing.

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.

We have two guidance counselors, part time school psychologist and a MTSS coordinator. Our counselors meet with students/groups of students as needed. They also work with families and coordinate the weekend backpack snack program.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

Attendance below 90 percent.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Student attendance is monitored weekly. Once students are absent 3 days, in addition to letters sent home, a phone call is made to the parent. An attendance meeting is scheduled at the 5 day with the parent, the guidance counselor and administration to develop strategies to assist parent and student with the issue of attendance. If this pattern of nonattendance continues, the truancy officer is notified.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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/316097>.

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.

We partner with several local businesses. Our local businesses invite SPS to participate in various fundraising activities. Our school receives a percentage of the sales earned that night. We have Staff Night's throughout the year. We have gathered at local restaurants to eat as a staff. Our local grocery store makes donations for our AR Night.

The Live Oak Rotary Club provides Rotary Readers that read books in the PreK and Kindergarten classes.

We have implemented ReadingPals. ReadingPals is an early literacy initiative focused on screening, training and engaging volunteers in local Florida communities to increase the number of students who read at grade level by the end of third grade. Through the ReadingPals initiative, United Way will provide a grant-funded staff member, classroom resources for tutoring and take-home books. United Way will also utilize its many community networks to cultivate employee workplace volunteers and additional community resources in support of the ReadingPals project.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Tedder, Marsha	Principal

b. Duties

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

The Principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, ensures implementation of intervention support and documentation ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

The Assistant Principal works with the Principal to accomplish the plans set forth above.

Select General Education Teacher: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

The Reading Coach evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches; assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

The Counselor and MTSS Coordinator provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, and links child-serving community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates

development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities. Exceptional Student Education Teacher: Collaborates with general education teachers to integrates core instructional activities/materials into Tier 3 instruction. Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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.

The Principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, ensures implementation of intervention support and documentation ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

The Assistant Principal works with the Principal to accomplish the plans set forth above.

Select General Education Teacher: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

The Reading Coach evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches; assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

The Counselor and MTSS coordinator provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, and links child-serving community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities. Exceptional Student Education Teacher: Collaborates with general education teachers to integrates core instructional activities/materials into Tier 3 instruction.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Title I, Part A

Title 1, will be utilized to provide Reading Coaches at three Title 1 schools. Funds will also provide paraprofessional at the Title 1 school to given additional help to students a level 1 or 2 on FSA. Title 1, Title 1 Part A is also used to provide a District Wide Parent Liaison, Math Coach, Curriculum Specialist and a teacher for the Opportunity School to serve all schools in the District.

Title I, Part C- Migrant

School based administrators will observe the use of "The Essential Six" reading strategies from the Florida Reading Initiative (FRI) in all classrooms. This initiative is funded by Title I Part C and district

professional development funds. ALL activities funded by Title I Part C will be supplementary and will not supplant existing State- and District-funded and required services.

Reading First and FRI strategies will be monitored by administrators and reading coaches to ensure successful opportunities for Non-ELL and LEP (ELL) students. Title I Part C funds are used for a Migrant Coordinator, Migrant Tutors, Migrant paraprofessional and to purchase license for Accelerated Reading Enterprise-English in a Flash, additional computers and other supplies needed for migrant students.

Title I, Part D

Title I Part D (neglected and delinquent) funds will be used to provide a uniform curriculum throughout all the district's secondary schools, including the residential juvenile facility and the district's opportunity program. The funds will also provide two paraprofessionals.

Title II

School based administrators will observe the use of "The Essential Six" reading strategies from the Florida Reading Initiative (FRI) in all classrooms. This initiative is funded by Title II Part A funds are used to fund three Reading Coaches, travel, consultants and the district's professional development funds. ALL activities funded by Title III will be supplementary and will not supplant existing State- and District-funded and required services. Reading First and FRI strategies will be monitored by administrators and reading coaches to ensure successful opportunities for Non-ELL and LEP (ELL) students.

Title III

Funds from Title III Part A are used to provide tutors for ELL students, purchased instructional materials and software for ELL students. All activities funded by Title III will be supplementary and will not supplant existing State and District funded and required services. Reading First and FRI strategies will be monitored by administrators and reading coaches to ensure successful opportunities for Non-ELL and LEP (ELL) students.

Title X- Homeless

Title X Homeless funds are used to provide supplies, dues, fieldtrip fund and other needs for Homeless students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kelley Gill	Business/Community
Jennifer Wooley	Education Support Employee
Marlene Mitchell	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 SAC assists in the preparation and evaluation of the school improvement plan by providing input into the development of the school improvement plan.

b. Development of this school improvement plan

The SAC assists in the preparation and evaluation of the school improvement plan by providing input into the development of the school improvement plan.

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

The SAC assists in the preparation and evaluation of the school improvement plan by providing input into the development of the school improvement plan.

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

N/A - no school improvement funds allocated for K-1 grades.

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
Tedder, Marsha	Principal

b. Duties

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

The Literacy Leadership Team meets monthly to look at strengths and weaknesses in reading and to develop activities to increase students participation in reading. All classrooms will participate in iReady and Accelerated Reading.

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.

We have developed learning communities made up of PK, Kindergarten and 1st grade classes within each wing. Students were placed in the same wing as their PK or Kindergarten teacher. This allows teachers to participate more easily in vertical articulation. Groups of teachers have been placed in common activity teams which allows for collaborative planning. Each team of teachers have a PLC captain and meet weekly in their PLC to common plan.

To go along with our implementation of student Bulldog Bucks. The staff have a "Staff Bulldog Bucket" and "Staff Bulldog Bucks" on the sign in counter. The Bulldog Bucks are for any staff member to fill out when they catch a staff member doing a positive action. There is also a Bulldog Bucket in the front office for parents to fill out Bulldog Bucks when they catch a staff member displaying positive character traits. Each month we combine the staff and parents Bulldog Buckets and 5 Top Dog Staff members names are drawn from the bucket and receive a lunch from a local restaurant during their lunch time and have their picture taken.

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

When screening applicants, we look at highly qualified status and certification status. We provide mentor teachers to assist new teachers.

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

New teachers are paired with a teacher with clinical education experience. Teachers are placed in classrooms near their mentor teacher. Teachers meet weekly in their PLC during their activity periods to common plan. New teachers are also given a day to observe in classrooms. Mentor teachers are given a day to observe in their mentee teachers classroom. Administration and Reading Coach meet with teachers to provide support.

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.

Classroom teachers, Teacher Support Colleagues, Reading coaches and administrators worked together to develop curriculum pacing guides and curriculum maps.

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.

All students are assessed at the beginning of the year to determine strengths and weaknesses. The student will then be placed in the appropriate intervention team in order to differentiate instruction to meet their needs, whether it is remediation or enrichment. Our special needs students are included in regular education classrooms. Paraprofessionals are scheduled in to provide additional support during various parts of the day. ESE students also meet in small groups with the support facilitator. She works with students on their IEP goals and objectives.

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: After School Program

Minutes added to school year:

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

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.

At Suwannee Primary School, all incoming kindergarten students are assessed prior to or upon entering kindergarten in order to ascertain individual and group needs and to assist in instructional/ intervention programs. All students are assessed in the area of letter knowledge, numbers to 10, counting objects, basic colors and shapes. Data is used to plan for instruction Language for Learning, FLKRS, and iReading are completed. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice.

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.

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

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

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.

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.

In 2015-16, the end of year iReady Needs Analysis in Reading revealed that Kindergarten and First Grade students scored highest on the High Frequency Words Domain (K - 67% and 1st Grade – 79%). We attribute this to the following:

- Academic Coach provides sight word lists and key chains for teachers to give students to take home and practice at home.
- There is an ongoing effort among teachers, parents, volunteers, Reading Pals to review sight words with students
- Teachers have periodic spiral review checks to ensure students are mastering the sight words and adding to the list as the words are mastered

The end of year iReady Needs Analysis in Math revealed that Kindergarten scored very well in Geometry

(60% on or above grade level) and First Grade in Algebra and Algebraic Thinking (62% on grade level).

The iReady Needs Analysis in Reading reveals that our lowest Domain was Vocabulary with Kindergarten scoring 46% below grade level and First Grade scoring 51% below grade level.

The lowest performing domain for Kindergarten was Numbers and Operations scoring 51% below grade level and First Grade was Numbers and Operations and Measurement and Data scoring 49% below grade level.

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" 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.

We attribute this to the lack of vocabulary used in the home as well as the need to dig deeper into vocabulary instruction in the classroom. We have already provided teachers with extra training in Wonders (Language Arts/Reading Curriculum) with an emphasis on vocabulary instruction and how to use the material provided to ensure explicit vocabulary instruction is taking place in the classroom.

Over the summer, teachers were provided with extensive training in Singapore strategies as well as a Eureka/Engage NY training to ensure the delivery method used in math instruction will increase student learning.

SPS is also committed to a guaranteed, research based curriculum. SPS implements WONDERS (ELA) and ENGAGE NY (MA) and teachers have received extensive training to ensure the method of delivery. SPS is certain that the guaranteed curriculum and the iReady diagnostic tool will ensure student learning growth.

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

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** Improve daily average attendance rate
- G2.** Develop a vertically and horizontally aligned curriculum with common assessments in grades K-5.
- G3.** Implement sustainable Professional Learning Communities in K and 1.

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. Improve daily average attendance rate 1a

 G084275

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0

Targeted Barriers to Achieving the Goal 3

- Education of parents on the understanding of compulsory attendance law.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Liaison
- Homeless advocate
- Truancy coordinator
- Migrant Specialist
- Guidance
- Administration

Plan to Monitor Progress Toward G1. 8

Weekly administrative meetings to track student attendance.

Person Responsible

Marsha Tedder

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Weekly attendance reports, iReady data

G2. Develop a vertically and horizontally aligned curriculum with common assessments in grades K-5. 1a

G084276

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	
ELA/Reading Gains District Assessment	

Targeted Barriers to Achieving the Goal 3

- Low math scores
- Low ELA scores

Resources Available to Help Reduce or Eliminate the Barriers 2

-
- Reading Coach will work with teachers to model best practices in reading and provide professional development opportunities.
- Paraprofessionals assist in intervention classes, working with small skills groups.
- Language for Learning is a research based program that teachers and paraprofessionals use with small groups of students that are struggling with oral language.
- Accelerated Reader program is used in all Kindergarten and First Grade classrooms. This program allows students to read books and take a comprehension test on their reading level.
- Teacher Support Colleagues work with teachers to provide training in best practices to implement in the classroom.
- Resource Teachers work with 1st grade students that have a deficit in oral language.
- Newly developed horizontally and vertically aligned curriculum maps
- Engage New York to supplement district-approved math textbook
- IReady on-lined program
-

Plan to Monitor Progress Toward G2. 8

iReady progress monitoring data, Student Report Cards

Person Responsible

Marsha Tedder

Schedule

Monthly, from 9/7/2016 to 6/2/2017

Evidence of Completion

iReady progress monitoring data, Student Report Cards

G3. Implement sustainable Professional Learning Communities in K and 1. 1a

G084277

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	100.0

Targeted Barriers to Achieving the Goal 3

- Time

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly Common Team Planning Time
- Monthly PLC Days
- Principal, Assistant Principals, Reading Coach, Teacher Support Colleagues

Plan to Monitor Progress Toward G3. 8

Teacher attendance at the PLC meetings, iReady progress monitoring,

Person Responsible

Marsha Tedder

Schedule

Monthly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Agendas, grade level collaboration forms, attendance, iReady data

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. Improve daily average attendance rate **1**

 G084275

G1.B1 Education of parents on the understanding of compulsory attendance law. **2**

 B223934

G1.B1.S1 Parent conferences to education them on the legislation regarding attendance and develop a plan to improve attendance, providing support to the family when needed. **4**

 S236305

Strategy Rationale

By meeting with parents to discuss the importance of school, while explaining the legislation and providing support, we can develop a plan to increase student attendance.

Action Step 1 **5**

The administration will meet with parents who are not following the compulsory attendance law to discuss reasons for the student absences. Provide support and assistance when possible.

Person Responsible

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Completed conference form signed by administration and parent

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

Administration will meet to review conference documentation and student attendance data from FOCUS.

Person Responsible

Schedule

Monthly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Completed parent conference form with attendance record attached and students daily average attendance.

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

Weekly administrative meetings and parent surveys

Person Responsible

Marsha Tedder

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Ending school attendance rate for the year. Looking at monthly reports

G2. Develop a vertically and horizontally aligned curriculum with common assessments in grades K-5. 1

G084276

G2.B1 Low math scores 2

B223937

G2.B1.S1 Implementation of Singapore Math strategies 4

S236308

Strategy Rationale

Best practices and to improve instruction.

Action Step 1 5

Teachers will continue receiving iReady training

Person Responsible

Marsha Tedder

Schedule

On 6/2/2017

Evidence of Completion

Administration will collect The Suwannee County School District Professional Development Inservice roster and each individual will complete a follow up activity related to the professional development.

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

Classroom walk throughs during the scheduled intervention time to monitor for fidelity of implementation of iReady- strive for 45 minutes weekly in ELA and Math.

Person Responsible

Marsha Tedder

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

A spreadsheet will be used to document classroom walk throughs each week.


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

Person Responsible

Schedule

Evidence of Completion

G2.B1.S2 Constant and consistent monitoring to ensure fidelity 4

 S236309

Strategy Rationale

Inspect what is expected

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G2.B3 Low ELA scores 2

 B223939

G2.B3.S1 To follow the district curriculum map with fidelity 4

 S236310

Strategy Rationale

Ensure students are receiving aligned instruction as determined by the Florida Standards.

Action Step 1 5

All teachers will follow the district curriculum map with fidelity.

Person Responsible

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Copies of the district curriculum maps, classroom walk throughs, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administration will review weekly lessons plans, weekly PLC meetings, and complete consistent walk throughs.

Person Responsible

Marsha Tedder

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

PLC Grade Level collaboration forms, lesson plans, Observation 360 reports

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administration will review weekly lessons plans, attend weekly PLC meetings, and complete consistent walk throughs.

Person Responsible


Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

PLC Grade Level collaboration forms, lesson plans, Observation 360 reports

G3. Implement sustainable Professional Learning Communities in K and 1. 1

 G084277

G3.B1 Time 2

 B223940

G3.B1.S1 Use of PLC format at monthly and weekly team meetings 4

 S236311

Strategy Rationale

To improve collaboration between team members

Action Step 1 5

Establish a PLC collaboration form for each monthly and weekly meeting. Outlining protocols for behavior

Person Responsible

Marsha Tedder

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Completed PLC Collaboration forms monthly and weekly, PLC team norms, PLC Smart Goals

Action Step 2 5

Provide each PLC group common planning time each week and once per month to meet together

Person Responsible

Marsha Tedder

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

PLC collaboration forms and master schedule showing common planning time

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

PLC Captains will turn in the collaboration forms each week with the teachers in attendance

Person Responsible

Marsha Tedder

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Meeting notes, collaboration form, along with visits from reading coach during PLC meetings

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

Weekly and monthly PLC meetings, PLC captain monthly meetings, Weekly Leadership Meetings

Person Responsible

Marsha Tedder

















Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Attendance at each collaborative meeting, Data that was discussed and analyzed

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					
G2.B1.S1.MA1  M310676	[no content entered]		No Start Date		No End Date one-time
G1.MA1  M310675	Weekly administrative meetings to track student attendance.	Tedder, Marsha	9/7/2016	Weekly attendance reports, iReady data	6/2/2017 weekly
G2.MA1  M310680	iReady progress monitoring data, Student Report Cards	Tedder, Marsha	9/7/2016	iReady progress monitoring data, Student Report Cards	6/2/2017 monthly
G3.MA1  M310687	Teacher attendance at the PLC meetings, iReady progress monitoring,	Tedder, Marsha	9/7/2016	Agendas, grade level collaboration forms, attendance, iReady data	6/2/2017 monthly
G1.B1.S1.MA1  M310673	Weekly administrative meetings and parent surveys	Tedder, Marsha	9/7/2016	Ending school attendance rate for the year. Looking at monthly reports	6/2/2017 weekly
G1.B1.S1.MA1  M310674	Administration will meet to review conference documentation and student attendance data from FOCUS.		9/7/2016	Completed parent conference form with attendance record attached and students daily average attendance.	6/2/2017 monthly
G1.B1.S1.A1  A304833	The administration will meet with parents who are not following the compulsory attendance law to...		9/7/2016	Completed conference form signed by administration and parent	6/2/2017 weekly
G2.B1.S1.MA1  M310677	Classroom walk throughs during the scheduled intervention time to monitor for fidelity of...	Tedder, Marsha	8/29/2016	A spreadsheet will be used to document classroom walk throughs each week.	6/2/2017 weekly
G2.B1.S1.A1  A304834	Teachers will continue receiving iReady training	Tedder, Marsha	8/29/2016	Administration will collect The Suwannee County School District Professional Development Inservice roster and each individual will complete a follow up activity related to the professional development.	6/2/2017 one-time
G2.B3.S1.MA1  M310678	Administration will review weekly lessons plans, attend weekly PLC meetings, and complete...		8/29/2016	PLC Grade Level collaboration forms, lesson plans, Observation 360 reports	6/2/2017 weekly
G2.B3.S1.MA1  M310679	Administration will review weekly lessons plans, weekly PLC meetings, and complete consistent walk...	Tedder, Marsha	8/29/2016	PLC Grade Level collaboration forms, lesson plans, Observation 360 reports	6/2/2017 weekly
G2.B3.S1.A1  A304835	All teachers will follow the district curriculum map with fidelity.		8/29/2016	Copies of the district curriculum maps, classroom walk throughs, lesson plans	6/2/2017 daily
G3.B1.S1.MA1  M310681	Weekly and monthly PLC meetings, PLC captain monthly meetings, Weekly Leadership Meetings	Tedder, Marsha	9/7/2016	Attendance at each collaborative meeting, Data that was discussed and analyzed	6/2/2017 weekly
G3.B1.S1.MA1  M310682	PLC Captains will turn in the collaboration forms each week with the teachers in attendance	Tedder, Marsha	9/7/2016	Meeting notes, collaboration form, along with visits from reading coach during PLC meetings	6/2/2017 weekly
G3.B1.S1.A1  A304836	Establish a PLC collaboration form for each monthly and weekly meeting. Outlining protocols for...	Tedder, Marsha	9/7/2016	Completed PLC Collaboration forms monthly and weekly, PLC team norms, PLC Smart Goals	6/2/2017 weekly
G3.B1.S1.A2  A304837	Provide each PLC group common planning time each week and once per month to meet together	Tedder, Marsha	9/7/2016	PLC collaboration forms and master schedule showing common planning time	6/2/2017 weekly

V. Professional Development Opportunities

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

G2. Develop a vertically and horizontally aligned curriculum with common assessments in grades K-5.

G2.B1 Low math scores

G2.B1.S1 Implementation of Singapore Math strategies

PD Opportunity 1

Teachers will continue receiving iReady training

Facilitator

iReady trainer

Participants

All K and 1 instructional staff, all K and 1 Paraprofessionals

Schedule

On 6/2/2017

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	The administration will meet with parents who are not following the compulsory attendance law to discuss reasons for the student absences. Provide support and assistance when possible.	\$0.00
2	G2.B1.S1.A1	Teachers will continue receiving iReady training	\$0.00
3	G2.B3.S1.A1	All teachers will follow the district curriculum map with fidelity.	\$0.00
4	G3.B1.S1.A1	Establish a PLC collaboration form for each monthly and weekly meeting. Outlining protocols for behavior	\$0.00
5	G3.B1.S1.A2	Provide each PLC group common planning time each week and once per month to meet together	\$0.00
Total:			\$0.00