Suwannee High School

2016-17 Schoolwide Improvement Plan

Suwannee High School

1314 PINE AVE SW, Live Oak, FL 32064

shs.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)
High School 9-12	Yes	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	C	C

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

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 High School

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 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.

b. 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.

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.

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 Building Teacher/Student relationships luncheons have promoted improved relations between students and faculty members.

b. 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 will be processed at an improved entry location where they must provide identification to be cleared by our Raptor identification system before permitted access to the campus. A visitors badge is issued after clearance is approved. Faculty, Staff, and Students participate in emergency Alert Lockdown Inform Counter and Evacuate (ALICE) drills. A new school intercom system will provide a more targeted notification and evacuation process. 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.

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.

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 to maximize time on task and maintain student accountability. 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 101 and the ONE CALL NOW system encourage proactive measures regarding disciplinary and academic concerns. The implementation of the Top Bulldog program and the Bulldog Pride initiative encourages positive behavior and improved academic performance.

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.

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 and/or 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.

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.

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.

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	105	116	112	141	474
One or more suspensions	0	0	0	0	0	0	0	0	0	34	35	19	15	103
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	17	67	53	68	205
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	179	163	126	71	539

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	94	120	92	84	390

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

Teachers communicate with administration regarding discipline and attendance concerns prompting a scheduled Student Support Team meeting as needed. A plan of action is written for the given concern and monitored for corrective behavior. 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, math lab, 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. Parent meeting with School Advisory Council to develop intervention strategies for EWS students. Top Bulldog program will target level 1 students for Administration interventions designed to promote improved academic and behavioral performance.

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?
No

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

2. 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 Bulldog Call-out calendar (school call-out system) is used to keep parents abreast of activities and events held at the school on a weekly basis. In addition, the school website is regularly updated for parental involvement information.

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.

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 partnered with the school on a campus beautification

project which promoted student pride in their school surroundings and provided incentives for academic achievement and positive behavior. This partnership allowed business contributors to be recognized via signage throughout the campus.

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
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
Boatright, Jeffry	Teacher, K-12
Land, Debra	Teacher, ESE
Tuvell, Kimberly	Teacher, K-12
Aul, Nancy	Instructional Media
Gray, Ronnie	Dean
Aukerman, Doug	Teacher, K-12
Roberts, Marilyn	Teacher, K-12
Wiggins, Cindy	School Counselor
Butler, Crystiana	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.

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.

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 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.

2. School Advisory Council (SAC)

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

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

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 improvement plan for the 2016-2017 school year will be presented at the SAC meeting held on 9/15/16 for the evaluation of last years academic progress and presentation of SIP draft for the current year.

b. 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 15th, 2016 to view and discuss the plan.

c. 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.

2. 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.

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
Hines, Malcolm	Principal
Boggus, Tammy	Assistant Principal
Caldwell, Gary	Assistant Principal
Stuckey, Angelia	Assistant Principal
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
Wiggins, Cindy	School Counselor

b. Duties

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

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.

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.

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.

2. 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.

3. 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.

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.

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.

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.

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.

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: 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

For identified students to rejoin their assigned cohort group.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Wiggins, Cindy, cindy.wiggins@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.

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. § 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.

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.

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.

Career counseling, career fairs, College Day, freshmen campus tours and other guidance related programs and resources are available through the guidance department. In addition, North Florida Community College provides representatives to speak to school groups throughout the year. Guidance assists college bound students with financial aid and scholarship applications.

2. 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. Computer coursework and CTIS certifications are being implemented in the fall of 2016.

3. 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.

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.

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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. 95% of the freshmen at Suwannee High School will complete the career inventory survey and begin to explore opportunities using My Career Shines career planning system.

G2. Suwannee High School will increase the number of students scoring proficient in reading from 41% during the 2015-2016 school year and increase to 46% for the 2016-2017 school year.

G3. Suwannee High School will increase learning gains in the lowest quartile in ELA from 30% during the 2015-2016 school year to 40% increase for the 2016-2017 school year.

G4. Suwannee High School will increase the number of students scoring proficient in Math from 41% during the 2015-2016 school year and increase to 46% for the 2016-2017 school year.

G5. Suwannee High School will increase learning gains in the lowest quartile in math from 41% during the 2015-2016 school year to 46% increase for the 2016-2017 school year.

G6. Suwannee High School will increase overall daily attendance average to 91 percent.

G7. Suwannee High School's Professional Learning Communities will increase student growth and achievement through continuous data analysis, strategy implementation, sharing best practices, and self reflection.

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. 95% of the freshmen at Suwannee High School will complete the career inventory survey and begin to explore opportunities using My Career Shines career planning system. 1a

🔍 G084294

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

- Support for career selection opportunities.

Resources Available to Help Reduce or Eliminate the Barriers 2

- My Career Shines.

G2. Suwannee High School will increase the number of students scoring proficient in reading from 41% during the 2015-2016 school year and increase to 46% for the 2016-2017 school year. 1a

🔍 G084295

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	46.0

Targeted Barriers to Achieving the Goal 3

- Many Students enter ninth grade well below grade level and are unable to reach proficiency in one calendar school year.

- Lack of planning, lesson development, and instruction time.

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady for diagnostic assessment

- 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

Plan to Monitor Progress Toward G2. 8

Performance matters progress monitoring data

Person Responsible
Tammy Boggus

Schedule
Quarterly, from 8/17/2016 to 6/2/2017

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

G3. Suwannee High School will increase learning gains in the lowest quartile in ELA from 30% during the 2015-2016 school year to 40% increase for the 2016-2017 school year. `1a`

🔍 G084296

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal `3`

- Students that are below grade level often times lack the intrinsic motivation to make the needed learning gains.

- Implementation of a new formula for calculating learning gains from FLDOE.

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

- Targeted reading instruction through placement into intensive reading courses.

- iReady

- Reading Plus

- Teengagement, New York Times

Plan to Monitor Progress Toward G3. `8`

Bi-annual Progress Report

Person Responsible
Malcolm Hines

Schedule
On 6/2/2017

Evidence of Completion
Test, grade, attendance and behavior data from FOCUS

G4. Suwannee High School will increase the number of students scoring proficient in Math from 41% during the 2015-2016 school year and increase to 46% for the 2016-2017 school year. `1a`

🔍 G084297

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	46.0

Targeted Barriers to Achieving the Goal `3`

- Difficulty in correctly scheduling and placing students in math.

- Depth of understanding and interpretation of new standards.

- Lack of planning, lesson development, and instruction time.

Resources Available to Help Reduce or Eliminate the Barriers `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.

Plan to Monitor Progress Toward G4. `8`

Performance matters progress monitoring data.

Person Responsible

Tammy Boggus

Schedule

Quarterly, from 8/16/2016 to 6/2/2017

Evidence of Completion

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

G5. Suwannee High School will increase learning gains in the lowest quartile in math from 41% during the 2015-2016 school year to 46% increase for the 2016-2017 school year. `1a`

🔍 G084298

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	46.0

Targeted Barriers to Achieving the Goal `3`

- Many students enter 9th grade deficient in skills necessary to be successful in math.

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

- Algebra nation and IXL.com

G6. Suwannee High School will increase overall daily attendance average to 91 percent. [1a]

🔑 G084299

Targets Supported [1b]

Indicator	Annual Target
Attendance Below 90%	91.0

Targeted Barriers to Achieving the Goal [3]

- Students lack motivation to attend school.

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

- EWS notification.

- License revocation.

- Teachers monitor attendance and refer student with attendance issues to administration and guidance counselors.

Plan to Monitor Progress Toward G6. [8]

Annual daily attendance.

Person Responsible
Gary Caldwell

Schedule
Quarterly, from 8/16/2016 to 6/2/2017

Evidence of Completion
Average daily attendance from student database.

G7. Suwannee High School's Professional Learning Communities will increase student growth and achievement through continuous data analysis, strategy implementation, sharing best practices, and self reflection. 1a

🔑 G084300

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (VAM)	100.0

Targeted Barriers to Achieving the Goal 3

- Many teachers prefer to work in isolation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Dufour PLC resource materials

- PLC Conference

- Monthly PLC days

Plan to Monitor Progress Toward G7. 8

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

Person Responsible
Tammy Boggus

Schedule
Monthly, from 8/16/2016 to 6/2/2017

Evidence of Completion

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

G2. Suwannee High School will increase the number of students scoring proficient in reading from 41% during the 2015-2016 school year and increase to 46% for the 2016-2017 school year. 1

🔑 G084295

G2.B1 Many Students enter ninth grade well below grade level and are unable to reach proficiency in one calendar school year. 2

🔑 B223961

G2.B1.S1 Struggling students will be assigned to intensive reading classes to support and reinforce English/Language Arts classes. The expansion of intensive reading will enable more students to be served. 4

🔑 S236333

Strategy Rationale

Struggling students can be successful with additional opportunities and individual remediation.

Action Step 1 5

All 10th grade students scoring level 1 or 2 in the previous year's assessment will be scheduled into intensive reading. The exception is the Top 20 2's which will be a targeted group of students within the school. All 9th grade students scoring level 1 in the previous year will take Intensive reading as well as any 11th or 12th grade student that has not meet the reading graduation requirement.

Person Responsible

Tammy Boggus

Schedule

Quarterly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Student Schedule Report

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

Analysis of student progress and mid year data report will be evaluated for effectiveness.

Person Responsible

Tammy Boggus

Schedule

Quarterly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Student Grades, Progress monitoring assessments, state assessment results

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

Analysis of data to show or support student achievement

Person Responsible

Tammy Boggus

Schedule

Quarterly, from 8/16/2016 to 5/2/2017

Evidence of Completion

Comparison of 2016 and 2017 FSA ELA test scores

G2.B4 Lack of planning, lesson development, and instruction time. `2`

🔑 B223964

G2.B4.S1 School wide focus on bell to bell instruction. `4`

🔑 S236338

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 8/16/2016 to 6/2/2017

Evidence of Completion

Classroom walkthroughs.

Action Step 2 `5`

Continue use of Turnitin writing program

Person Responsible

Audrey Marshall

Schedule

Monthly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Student Writing Samples

Action Step 3 `5`

Participation in Professional Learning Community

Person Responsible

Audrey Marshall

Schedule

On 6/2/2017

Evidence of Completion

PLC Minutes, PLC Sign-in sheets,

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Frequent and consistent classroom walkthroughs

Person Responsible

Malcolm Hines

Schedule

Weekly, from 8/16/2016 to 6/6/2017

Evidence of Completion

Documentation of administrative classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Analysis of progress monitoring data.

Person Responsible

Tammy Boggus

Schedule

Quarterly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Progress monitoring data

G3. Suwannee High School will increase learning gains in the lowest quartile in ELA from 30% during the 2015-2016 school year to 40% increase for the 2016-2017 school year. [1]

🔍 G084296

G3.B1 Students that are below grade level often times lack the intrinsic motivation to make the needed learning gains. [2]

🔍 B223966

G3.B1.S1 Implementation of Top Bulldog program which pairs administrators with student from the lowest quartile. [4]

🔍 S236339

Strategy Rationale

Direct contact with students for additional motivation and support.

Action Step 1 [5]

The lowest quartile students will be divided into groups and assigned to SHS administration for mentoring, support, and motivation.

Person Responsible

Malcolm Hines

Schedule

Weekly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Communication Log

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

Quarterly meetings to assess communication logs and student improvement

Person Responsible

Malcolm Hines

Schedule

Weekly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Communication Log, student data

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

Analysis of FSA ELA test data, Grades, attendance, and behavior.

Person Responsible

Malcolm Hines

Schedule

On 6/2/2017

Evidence of Completion

Test, grade, attendance and referral documentation reports from FOCUS

G4. Suwannee High School will increase the number of students scoring proficient in Math from 41% during the 2015-2016 school year and increase to 46% for the 2016-2017 school year. `1`

🔑 G084297

G4.B2 Depth of understanding and interpretation of new standards. `2`

🔑 B223970

G4.B2.S1 Professional development to increase use of high-yield strategies that lead to effective standard based instructions. `4`

🔑 S236343

Strategy Rationale

Research shows that high-yield strategies result in increased student achievement.

Action Step 1 `5`

Professional development in PLC's

Person Responsible

Tammy Boggus

Schedule

Monthly, from 8/16/2016 to 6/2/2017

Evidence of Completion

PLC minutes, classroom walkthroughs and lesson plans documentation will serve as evidence.

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

Classroom walk throughs

> **Person Responsible**
>
> Tammy Boggus
>
> **Schedule**
>
> Monthly, from 8/16/2016 to 6/2/2017
>
> **Evidence of Completion**
>
> PD 360 observation tool

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

Classroom walk throughs

> **Person Responsible**
>
> Tammy Boggus
>
> **Schedule**
>
> Monthly, from 8/16/2016 to 6/2/2017
>
> **Evidence of Completion**
>
> PD 360 observation tool

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

Classroom observation

> **Person Responsible**
>
> Tammy Boggus
>
> **Schedule**
>
> On 6/2/2017
>
> **Evidence of Completion**
>
> PD 360 observation tool

G4.B3 Lack of planning, lesson development, and instruction time. `2`

🔑 B223971

G4.B3.S1 School wide focus on bell to bell instruction. `4`

🔑 S236344

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 8/16/2016 to 6/2/2017

Evidence of Completion

Classroom walkthroughs

Action Step 2 `5`

Participation in Professional Learning Community on PD Days

Person Responsible

Kimberly Tuvell

Schedule

Monthly, from 8/16/2016 to 6/2/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Frequent and consistent classroom walkthroughs

Person Responsible

Malcolm Hines

Schedule

Weekly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Documentation of administrative classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Documentation of classroom walkthroughs
Analysis of progress monitoring data.

Person Responsible

Tammy Boggus

Schedule

Quarterly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Classroom walkthrough logs. Progress monitoring data.

G6. Suwannee High School will increase overall daily attendance average to 91 percent. `1`

🔑 G084299

G6.B1 Students lack motivation to attend school. `2`

🔑 B223975

G6.B1.S1 Attendance incentives and recognition. `4`

🔑 S236347

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 8/16/2016 to 6/2/2017

Evidence of Completion

Average daily attendance for each nine week period.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 `6`

Check attendance follow-up and recognition program.

Person Responsible

Malcolm Hines

Schedule

Quarterly, from 8/16/2016 to 6/2/2017

Evidence of Completion

List of students who were recognized using public media sources.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Analysis of student attendance data from FOCUS

Person Responsible

Gary Caldwell

Schedule

Weekly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Decrease in absences or missed class periods of targeted student group

G6.B1.S3 Target EWS and truant students with plans to correct behavior. `4`

🔍 S236349

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

Cindy Wiggins

Schedule

Monthly, from 8/16/2016 to 6/2/2017

Evidence of Completion

SST and counseling contact notes for student and parent conference.

Plan to Monitor Fidelity of Implementation of G6.B1.S3 `6`

Guidance meetings to discuss EWS tracking.

Person Responsible

Cindy Wiggins

Schedule

Weekly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Guidance meetings notes and plans of action.

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 `7`

EWS meetings with administration.

Person Responsible

Angelia Stuckey

Schedule

Monthly, from 8/16/2016 to 6/2/2017

Evidence of Completion

SST data collection and parent/student conference.

G6.B1.S4 Suwannee High School Administration will monitor attendance reports per nine weeks and schedule Student Support Team meetings as needed. 4

🔑 S236350

Strategy Rationale

Frequent monitoring will help identify underlined factors influencing non attendance.

Action Step 1 5

Attendance reports from FOCUS will be generated at the end of each nine weeks.

Person Responsible

Gary Caldwell

Schedule

Quarterly, from 8/16/2016 to 6/2/2017

Evidence of Completion

FOCUS attendance report and SST documentation forms.

Plan to Monitor Fidelity of Implementation of G6.B1.S4 6

Quarterly reports to the administration team.

Person Responsible

Gary Caldwell

Schedule

Quarterly, from 8/16/2016 to 6/2/2017

Evidence of Completion

The report from FOCUS and the Student Support Team reports.

Plan to Monitor Effectiveness of Implementation of G6.B1.S4 `7`

The attendance report provided to the administration team at the end of each quarter will determine program effectiveness.

Person Responsible

Gary Caldwell

Schedule

Quarterly, from 8/16/2016 to 6/2/2017

Evidence of Completion

The FOCUS report for daily attendance and the DMV report from FOCUS will both serve as resources to help determine effectiveness.

G7. Suwannee High School's Professional Learning Communities will increase student growth and achievement through continuous data analysis, strategy implementation, sharing best practices, and self reflection. `1`

🔍 G084300

G7.B1 Many teachers prefer to work in isolation. `2`

🔍 B223977

G7.B1.S2 Allow PLC leaders to have a say in developing the agenda `4`

🔍 S236353

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 8/16/2016 to 6/2/2017

Evidence of Completion

Agendas, Meeting notes, required products

Plan to Monitor Fidelity of Implementation of G7.B1.S2 `6`

Collection of PLC documentation

Person Responsible

Tammy Boggus

Schedule

Monthly, from 8/16/2016 to 6/2/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 `7`

Monthly meetings of PLC leaders will help monitor the effectiveness.

Person Responsible

Tammy Boggus

Schedule

Monthly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Meeting Notes

G7.B1.S3 PLC Leaders will attend the Dufour PLC conference in the summer of 2016. `4`

🔑 S236354

Strategy Rationale

Educating PLC leaders will allow them to improve the success of their groups.

Action Step 1 `5`

PLC Leaders will attend the Dufour PLC conference in the summer of 2016.

Person Responsible

Tammy Boggus

Schedule

On 7/30/2016

Evidence of Completion

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					
G7.B1.S3.A1 🔍 A304870	PLC Leaders will attend the Dufour PLC conference in the summer of 2016.	Boggus, Tammy	7/28/2016		7/30/2016 one-time
G2.B1.S1.MA1 🔍 M310727	Analysis of data to show or support student achievement	Boggus, Tammy	8/16/2016	Comparison of 2016 and 2017 FSA ELA test scores	5/2/2017 quarterly
G2.MA1 🔍 M310733	Performance matters progress monitoring data	Boggus, Tammy	8/17/2016	Analysis of progress monitoring data to determine strengths, weaknesses and achievement of goal.	6/2/2017 quarterly
G3.MA1 🔍 M310736	Bi-annual Progress Report	Hines, Malcolm	8/16/2016	Test, grade, attendance and behavior data from FOCUS	6/2/2017 one-time
G4.MA1 🔍 M310742	Performance matters progress monitoring data.	Boggus, Tammy	8/16/2016	Analysis of progress monitoring data to determine strengths, weakness, and goal achievement.	6/2/2017 quarterly
G6.MA1 🔍 M310749	Annual daily attendance.	Caldwell, Gary	8/16/2016	Average daily attendance from student database.	6/2/2017 quarterly
G7.MA1 🔍 M310752	FSA and EOC data will be analyzed to help support the effectiveness of PLC's	Boggus, Tammy	8/16/2016		6/2/2017 monthly
G2.B1.S1.MA1 🔍 M310728	Analysis of student progress and mid year data report will be evaluated for effectiveness.	Boggus, Tammy	8/16/2016	Student Grades, Progress monitoring assessments, state assessment results	6/2/2017 quarterly
G2.B1.S1.A1 🔍 A304857	All 10th grade students scoring level 1 or 2 in the previous year's assessment will be scheduled...	Boggus, Tammy	8/16/2016	Student Schedule Report	6/2/2017 quarterly
G2.B4.S1.MA1 🔍 M310731	Analysis of progress monitoring data.	Boggus, Tammy	8/16/2016	Progress monitoring data	6/2/2017 quarterly
G2.B4.S1.A1 🔍 A304859	The school will focus on bell to bell instruction as a school wide initiative.	Hines, Malcolm	8/16/2016	Classroom walkthroughs.	6/2/2017 daily
G2.B4.S1.A2 🔍 A304860	Continue use of Turnitin writing program	Marshall, Audrey	8/16/2016	Student Writing Samples	6/2/2017 monthly
G2.B4.S1.A3 🔍 A304861	Participation in Professional Learning Community	Marshall, Audrey	8/16/2016	PLC Minutes, PLC Sign-in sheets,	6/2/2017 one-time
G3.B1.S1.MA1 🔍 M310734	Analysis of FSA ELA test data, Grades, attendance, and behavior.	Hines, Malcolm	8/16/2016	Test, grade, attendance and referral documentation reports from FOCUS	6/2/2017 one-time
G3.B1.S1.MA1 🔍 M310735	Quarterly meetings to assess communication logs and student improvement	Hines, Malcolm	8/16/2016	Communication Log, student data	6/2/2017 weekly
G3.B1.S1.A1 🔍 A304862	The lowest quartile students will be divided into groups and assigned to SHS administration for...	Hines, Malcolm	8/16/2016	Communication Log	6/2/2017 weekly
G4.B2.S1.MA1 🔍 M310737	Classroom observation	Boggus, Tammy	8/16/2016	PD 360 observation tool	6/2/2017 one-time
G4.B2.S1.MA1 🔍 M310738	Classroom walk throughs	Boggus, Tammy	8/16/2016	PD 360 observation tool	6/2/2017 monthly
G4.B2.S1.MA1 🔍 M310739	Classroom walk throughs	Boggus, Tammy	8/16/2016	PD 360 observation tool	6/2/2017 monthly
G4.B2.S1.A1 🔍 A304863	Professional development in PLC's	Boggus, Tammy	8/16/2016	PLC minutes, classroom walkthroughs and lesson plans documentation will serve as evidence.	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B3.S1.MA1 M310740	Documentation of classroom walkthroughs Analysis of progress monitoring data.	Boggus, Tammy	8/16/2016	Classroom walkthrough logs. Progress monitoring data.	6/2/2017 quarterly
G4.B3.S1.MA1 M310741	Frequent and consistent classroom walkthroughs	Hines, Malcolm	8/16/2016	Documentation of administrative classroom walkthroughs.	6/2/2017 weekly
G4.B3.S1.A1 A304864	The school will focus on bell to bell instruction as a school wide initiative	Hines, Malcolm	8/16/2016	Classroom walkthroughs	6/2/2017 daily
G4.B3.S1.A2 A304865	Participation in Professional Learning Community on PD Days	Tuvell, Kimberly	8/16/2016	Artifacts from PLC including minutes, agendas, scheduled training, common assessments, lesson plans,	6/2/2017 monthly
G6.B1.S1.MA1 M310743	Analysis of student attendance data from FOCUS	Caldwell, Gary	8/16/2016	Decrease in absences or missed class periods of targeted student group	6/2/2017 weekly
G6.B1.S1.MA1 M310744	Check attendance follow-up and recognition program.	Hines, Malcolm	8/16/2016	List of students who were recognized using public media sources.	6/2/2017 quarterly
G6.B1.S1.A1 A304866	Students will be recognized for perfect attendance each nine weeks.	Caldwell, Gary	8/16/2016	Average daily attendance for each nine week period.	6/2/2017 quarterly
G7.B1.S2.MA1 M310750	Monthly meetings of PLC leaders will help monitor the effectiveness.	Boggus, Tammy	8/16/2016	Meeting Notes	6/2/2017 monthly
G7.B1.S2.MA1 M310751	Collection of PLC documentation	Boggus, Tammy	8/16/2016	Collection of agendas, minutes, and products. Participation in PLC groups	6/2/2017 monthly
G7.B1.S2.A1 A304869	Department Leaders will provide an agenda for review before PLC days	Boggus, Tammy	8/16/2016	Agendas, Meeting notes, required products	6/2/2017 monthly
G6.B1.S3.MA1 M310745	EWS meetings with administration.	Stuckey, Angelia	8/16/2016	SST data collection and parent/student conference.	6/2/2017 monthly
G6.B1.S3.MA1 M310746	Guidance meetings to discuss EWS tracking.	Wiggins, Cindy	8/16/2016	Guidance meetings notes and plans of action.	6/2/2017 weekly
G6.B1.S3.A1 A304867	Pull EWS data from student database.	Wiggins, Cindy	8/16/2016	SST and counseling contact notes for student and parent conference.	6/2/2017 monthly
G6.B1.S4.MA1 M310747	The attendance report provided to the administration team at the end of each quarter will determine...	Caldwell, Gary	8/16/2016	The FOCUS report for daily attendance and the DMV report from FOCUS will both serve as resources to help determine effectiveness.	6/2/2017 quarterly
G6.B1.S4.MA1 M310748	Quarterly reports to the administration team.	Caldwell, Gary	8/16/2016	The report from FOCUS and the Student Support Team reports.	6/2/2017 quarterly
G6.B1.S4.A1 A304868	Attendance reports from FOCUS will be generated at the end of each nine weeks.	Caldwell, Gary	8/16/2016	FOCUS attendance report and SST documentation forms.	6/2/2017 quarterly
G2.B4.S1.MA1 M310732	Frequent and consistent classroom walkthroughs	Hines, Malcolm	8/16/2016	Documentation of administrative classroom walkthroughs.	6/6/2017 weekly

V. Professional Development Opportunities

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

G2. Suwannee High School will increase the number of students scoring proficient in reading from 41% during the 2015-2016 school year and increase to 46% for the 2016-2017 school year.

G2.B4 Lack of planning, lesson development, and instruction time.

G2.B4.S1 School wide focus on bell to bell instruction.

PD Opportunity 1

Participation in Professional Learning Community

Facilitator

Participants

Schedule

On 6/2/2017

G4. Suwannee High School will increase the number of students scoring proficient in Math from 41% during the 2015-2016 school year and increase to 46% for the 2016-2017 school year.

G4.B3 Lack of planning, lesson development, and instruction time.

G4.B3.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 8/16/2016 to 6/2/2017

G7. Suwannee High School's Professional Learning Communities will increase student growth and achievement through continuous data analysis, strategy implementation, sharing best practices, and self reflection.

G7.B1 Many teachers prefer to work in isolation.

G7.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 8/16/2016 to 6/2/2017

G7.B1.S3 PLC Leaders will attend the Dufour PLC conference in the summer of 2016.

PD Opportunity 1

PLC Leaders will attend the Dufour PLC conference in the summer of 2016.

Facilitator

Participants

PLC Leaders

Schedule

On 7/30/2016

VI. Technical Assistance Items

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

VII. Budget

1	G2.B1.S1.A1	All 10th grade students scoring level 1 or 2 in the previous year's assessment will be scheduled into intensive reading. The exception is the Top 20 2's which will be a targeted group of students within the school. All 9th grade students scoring level 1 in the previous year will take Intensive reading as well as any 11th or 12th grade student that has not meet the reading graduation requirement.	$0.00
2	G2.B4.S1.A1	The school will focus on bell to bell instruction as a school wide initiative.	$0.00
3	G2.B4.S1.A2	Continue use of Turnitin writing program	$0.00
4	G2.B4.S1.A3	Participation in Professional Learning Community	$0.00
5	G3.B1.S1.A1	The lowest quartile students will be divided into groups and assigned to SHS administration for mentoring, support, and motivation.	$0.00
6	G4.B2.S1.A1	Professional development in PLC's	$0.00
7	G4.B3.S1.A1	The school will focus on bell to bell instruction as a school wide initiative	$0.00
8	G4.B3.S1.A2	Participation in Professional Learning Community on PD Days	$0.00
9	G6.B1.S1.A1	Students will be recognized for perfect attendance each nine weeks.	$0.00
10	G6.B1.S3.A1	Pull EWS data from student database.	$0.00
11	G6.B1.S4.A1	Attendance reports from FOCUS will be generated at the end of each nine weeks.	$0.00
12	G7.B1.S2.A1	Department Leaders will provide an agenda for review before PLC days	$0.00
13	G7.B1.S3.A1	PLC Leaders will attend the Dufour PLC conference in the summer of 2016.	$0.00
		Total:	$0.00