Suwannee Pineview Elementary

2016-17 Schoolwide Improvement Plan

Suwannee Pineview Elementary

1748 S OHIO AVE, Live Oak, FL 32064

ses.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	47%

School Grades History

Year	2017-18	2014-15	2013-14
Grade	A	C*	D

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 <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- 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:

- <u>Former F</u> - 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.
- <u>Planning</u> - 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.
- <u>Implementing</u> - 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 Pineview 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.

The family at Suwannee Elementary School collaborates for academic and social excellence creating a learning environment in all subject areas throughout our building. We promote life skills to respect ourselves and others in a safe and loving environment.

b. Provide the school's vision statement.

Suwannee Elementary School will be a school 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.

Suwannee Elementary School opens its doors regularly outside the academic hours of the traditional school year. There are many events before, during, and after the school day that provide time for parents, students, teachers, and leadership to sustain existing relationships while creating new ones as well. Suwannee Elementary prides itself on providing a friendly atmosphere where all who enter feel welcome.

Prior to the opening of all schools in Suwannee County, the District invites all schools to have a booth at the "Back To School Bash" where Suwannee Elementary School provides information and answers questions for parents. This has been a great time to get to know new families coming to Suwannee Elementary School. Meet Your Teacher night is a night is set aside for parents, teachers, and students to meet one another before the first day of school. This is always a social event that lends itself to time for real conversations with new families.

After school begins, Suwannee Elementary School holds a Parent Conference Night, providing optional meeting times for parents. ELL meetings take place twice a month to meet with ELL families. RtI/MTSS meetings take place monthly for students in need of the tier 2 and 3 levels of the problem solving process. In addition, Suwannee Elementary School holds larger events such as monthly APT and Student Advisory Council (SAC) meetings along with annual Title I open meetings. An after school program is provided through the 21st Century grant that the District received for grades K-5. Through this program, Suwannee Elementary School teachers, support staff, and leadership are able to interact with parents and students on a more personal level.

During the summer, Suwannee Elementary School provides Summer Reading Camp for students in third grade who have not shown adequate proficiency on the Florida Standards Assessment (FSA) for reading. This allows students to be taught in very small, individualized groups.

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

Students begin arriving at Suwannee Elementary School as early as 7:00 a.m. for the morning program funded by the 21st Century Grant. Each morning, all students are provided a breakfast and lunch at no charge. Throughout the school day, students are given positive praises of respect and confidence as set by the CHAMPs positive approach. Activities requiring students to think deeper and

have written or verbal expression allow students to have a voice, therefore a feeling of respect, confidence, and security. After school, students enriched by the program once again funded by the 21st Century Grant carries this same positive feeling. Even when seen after hours, teachers continue to maintain a safe and respectful position throughout the community in many other venues.

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.

Suwannee Elementary School utilizes the CHAMPs proactive and positive approach to classroom and school wide management. Throughout the building there is a protocol for all teachers, staff, and students to maintain in order that expectations are met. New personnel are trained for the CHAMPs system of management support upon being hired. Approximately every three years, an initiative is presented to the entire staff to review and/or re-establish goals and expectations within the CHAMPs protocol. Annually, parents are presented with Suwannee Elementary School CHAMPs handbook expectations and guidelines.

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.

With consideration to our ever-changing community due to economic times, many families are new to the area and have needs as a family which of course brings needs to the student outside the traditional academic needs. Suwannee Elementary School provides inclusion classrooms and a self-contained ESE classroom if the need is present in order to differentiate learning based upon social-emotional uniqueness. There is a school guidance counselor on staff for students as well as a contract with two outside agencies who meet with their student clients each week. Approved volunteers are regulars on campus under the supervision of our teachers to support those students who simply need a little extra attention.

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.

Suwannee Elementary School serves grades 2 and 3 only allowing our staff to have merely two foundation years with students. There are folders kept by the feeder school, Suwannee Primary, regarding academic and behavioral RtI, ELL, attendance, and of course any ESE documentation already in place when arriving on campus in 2nd grade. The transfer brings approximately 400 new students into our building each year. The Leadership Team thoroughly reviews information on all new second grade students who have any specific documentation folders listed above. In addition, the Leadership Team discusses and monitors with intervention data the third grade students identified with the same criteria.

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	42	41	0	0	0	0	0	0	0	0	0	83
One or more suspensions	0	0	6	8	0	0	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	33	33	0	0	0	0	0	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	100	0	0	0	0	0	0	0	0	0	100

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	8	47	0	0	0	0	0	0	0	0	0	55

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

With regard to retained and non proficient students, intervention for grades 2 and 3 is based on the individual skills where students are deficient. Many Suwannee Elementary School students had gaps in foundational skills such as oral language, phonemic awareness, and phonics prior to second grade. Third grade students had even more gaps in necessary skills such as fluency, vocabulary, listening, speaking, and comprehension. Between the two grade levels, there are over 400 students currently in small, teacher-directed intervention groups.

In the areas of low attendance, The Leadership Team monitors those who have consistent truancy measured by 3, 5,and 10 days of absences. The Student Support Team meetings occur with an attempt to involve and notify parents of chronic truancy before the district personnel intervenes.

Suwannee Elementary School takes the positive approach to behavior until negative consequences are necessary. Parent contact is always a first task followed by specific behavior plans per unique situations and needs. This begins an RtI/MTSS behavior process for these Tier 2 and 3 students involved.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/313984.

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.

Our mission at Suwannee Elementary School is to collaborate for academic and social excellence by creating a learning environment where all students can succeed. In order to include local community, SES invites to the monthly School Advisory Committee Meetings community members and business partners with special invitations. The owners of The Dairy Queen join the meetings each month. Suwannee Elementary School has maintained a partnership with Lowe's who has provided time, energy, and materials for a science resource that benefits all students. Currently SES enjoys a greenhouse funded and built by the Lowe's staff. In addition, The Home Extension Office supported by The University of Florida provides personnel to volunteer daily during physical education for an outdoor connection to science putting our greenhouse to good use and allowing students the hands-on discovery necessary. By networking relationships via The Home Extension Office, students at Suwannee Elementary School have now gained the benefit of The Master Gardeners as students build a school garden recording mathematical data and scientific observations. The extra effort to join community members in many areas outside of school, build relationships that benefit school and businesses alike, and maintain a cordial connection with those partners is critical in securing funds within such a small and rural community. Our Suwannee Elementary School Leadership Team makes an effort to maintain such partnerships and build new ones as well.

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, Amy	Principal
Williams, Laura	Assistant 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 Leadership Team, made up of the Principal, Assistant Principal, Instructional Coach and Guidance Counselor as well as the PLC Team Leaders, works together to make all decisions to benefit the school. Decisions are made as a team, looking at all aspects of the school, including classroom walk through data, test data, teacher comments, referrals, attendance, in order to improve. The RtI/MTSS process is a team approach, beginning with the teacher. The teacher looks at data and works with Instructional Coach and Guidance Counselor in the RtI process to determine appropriate next steps in instruction. The Instructional Coach also works with teachers by modeling best practices. Some members of the Leadership Team attends committee meetings, parent conferences, and organizes parent involvement opportunities.

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.

Principal: Provides a common vision for the use of data-based decision making, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI/MTSS implementation, and communicates with parents regarding school based RtI plans, activities, and meetings.

Assistant Principal: Role of the AP is to work in collaboration with the principal to ensure that RtI/MTSS goals are implemented; maintains the inventory of intervention programs and materials for teachers in reading and mathematics, curriculum.

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.

Guidance Counselor: 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.

Instructional Coach: Evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches; assists with whole school screening programs that provide early intervening data to help identify children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; provides guidance on K-5 reading plan; and supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans as well as maintains the inventory of intervention programs and materials for teachers along with the AP.

Mathematics Coach: Evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches; assists teachers with strategies and concepts for implementing 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 strategic implementation of Tier 1, 2, and 3 mathematical intervention plans.

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 needs with respect to language skills.

Title I, Part A
Title I is utilized to fund our Reading Coach. Funds will also provide paraprofessionals in order to give additional help to students in need of intervention.Title I 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. Therefore, Suwannee Elementary potentially receives services from all those areas mentioned.

Title I, Part C- Migrant
School based administrators observe the use of research based reading strategies from the Florida Reading Initiative (FRI) in all classrooms. ALL activities funded by Title I Part C will be supplementary and will not supplant existing State- and District-funded and required services.
Common Core ELA standards are monitored by school based administrators. All teachers are charged with delivering instruction by these standards. Original Reading First and FRI strategies will be monitored by administrators and the reading coach to ensure successful opportunities for Non-ELL and LEP (ELL) students. Title I Part C funds are used for a District Migrant Coordinator,school based Migrant Tutor,a school based ELL paraprofessional and to purchase student licenses for Accelerated Reading Enterprise-English in a Flash,additional computers and other supplies needed for migrant students.

Title II
School based administrators will observe the use of research based reading strategies that support the Florida State Standards in all classrooms. Title II Part A funds are used to fund the Reading Coach, travel, consultants, and the district's professional development funds. ALL activities funded by Title II will be supplementary and will not supplant existing State- and District-funded and required services. Reading strategies that are researched based will be monitored by administrators and the reading coach 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.

Supplemental Academic Instruction (SAI)
n/a

Violence Prevention Programs
n/a

Nutrition Programs
The Suwannee Elementary School provides lunch at no charge to all students.

Housing Programs
n/a

Head Start
n/a

Adult Education
n/a

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Tralene Sasso	Parent
Tammy Michal	Teacher
Charlene Redish	Teacher
Jennifer Bonds	Teacher
Joyce Warren	Education Support Employee
Marilynn Eaken	Education Support Employee
Holly McMillan	Teacher
Emily Peacock	Parent
Heather Marshall	Parent
Nikki Nix	Parent
Philip Brown	Parent
James Robinson	Parent
Amy Boggus	Principal
Suzanne Dunn	Parent
Bart Boggus	Business/Community
Elsy Cerritos	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

In May of 2015 a review of all data and goals made in the 2014-2015 SIP for Suwannee Elementary School occurred. Data did not look productive and goals set were not met.

b. Development of this school improvement plan

Suwannee Elementary School SAC members review outcomes of the previous school year and assist school personnel in setting goals for the current year. Periodically during the school year school personnel share assessment data with SAC members and discuss concerns and strategies for improvement. SAC also provides the school with parent/community perspectives as decisions are made.

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

With regard to Suwannee Elementary School's annual school budget, strict SCSB guidelines are in place for each school in the district of Suwannee. There is not a budget for funds in reference to SAC from SIP.

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

No funds allocated.

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
Boggus, Amy	Principal
Williams, Laura	Assistant Principal

b. Duties

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

Suwannee Elementary School promotes literacy within all aspects of activity throughout the building. The Literacy Leadership Team will monitor ALL activity that may interrupt core classroom instruction ensuring a connection to proficient literacy via activity in reading, writing, listening, speaking, and/or interaction with text to support the activity. The LLT will monitor best practices, require quantitative data, and support teachers during intervention time to increase reading proficiency for all students and particularly those in the bottom quartile. Also, the team will guide the implementation and fidelity of the reading-writing connection at grades 2 and 3 in order to increase proficiency on the State of Florida's ELA Assessment. Finally, the LLT will evaluate the implementation of iReady to ensure that students are meeting their academic goals.

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

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

Suwannee Elementary School provides opportunities for teachers to plan vertically between grades 2 and 3 monthly. Monthly teachers within a team are able to meet to collaborate and share strategies. Teachers also meet weekly within their teams in order to review data and plan for instruction. During this time, teachers can problem solve with the Leadership Team to uncover productive solutions for individual students through differentiated instruction strategies. There is a core leadership team of teachers with a range of experience in order to bring fresh perspectives as the group addresses and resolves school problems with the leadership team.

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

The Principal and Director of HR attend job fairs and contact local universities regarding graduates. New teacher orientation occurs within the new hire training and is continued at Suwannee Elementary School by the Leadership Team monthly. A year-long mentor program for new teachers is provided by mentors who have clinical education training. The Principal and Assistant Principal monitor these mentorships.

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

The assigned mentor is a highly successful teacher in the same grade level as the mentee whenever possible. The mentor will:
1. provide examples for class organization, classroom management, parent conferences, and instruction
2. model strategic teaching
3. share ideas
4. observe and give feedback
5. recognize effort and results
6. provide options that make teacher feel more comfortable
7. co-teach a lesson
8. give on-going personnel support
9. connect teachers with other teachers
10. arrange for teacher observation
11. ensure that teacher has all available resources necessary
12. listen and honor teacher concerns
13. remember that no problem is to insignificant
14. feedback from walks through classroom and observations via administration
15. required monthly meetings with administration

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.

Suwannee Elementary School serves grades 2 and 3 only. In order to align curriculum vertically with the two schools that give and receive students to and from SES, a plan was implemented to map curriculum per grade level in the District of Suwannee for grade level accountability. Each grade level was represented with core teacher leaders who stepped up over the summer to create a map in English/Language Arts and Mathematics. Activity instructors stepped up as well in the areas of Media/Computer, Music, and Physical Education to map curriculum as well.

Prior to Florida accepting the new Florida standards, Suwannee County purchased reading and mathematics textbooks mirrored for the national Common Core standards. While these textbooks are not able to be a teacher's sole instructional resource to teach each standard to mastery, it provides a skeleton level of instruction for all teachers to begin with in the area of reading and mathematics. Suwannee Elementary School is building an equitable storehouse of materials as funds allow for all types of classrooms based upon the differentiated need of the students per class.

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.

Suwannee Elementary School has provided teams of teachers with a common intervention time of 45 minutes in reading for students who are not proficient in phonemic awareness, oral language, and phonics to receive a differentiated instruction in a small group, teacher directed setting. Students who are proficient in phonics receive small group instruction in fluency, vocabulary, and/or comprehension. The data for these groups was based upon iReady. Throughout the year while grade 2 teachers are closing gaps in reading during intervention times, the teachers in grade 3 are not only doing the same but consistently introducing on level standards with practice in comprehension.

In mathematics, teachers are teaching students grade level standards and using small group interventions per skill to become proficient in math. In addition, Singapore math strategies are used to give students a deeper understanding of the math content to prepare them for the rigor of the FSA.

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

Strategy: Extended School Day

Minutes added to school year: 10,200

The afternoon extended day program is a hands-on enrichment to broaden the students' ability for learning by providing experiences in physical education, art, guest speakers, hands-on project based learning, and computer time.

Strategy Rationale

These enrichment activities provided in the afternoon extended day program work in conjunction with the core instruction provided during the school day. While the instruction is not individualized to the students' specific needs, the enrichment delivers background and experiences that will connect learning to the instruction from the regular school day.

Strategy Purpose(s)

- Enrichment

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

SES will look at iReady data, grades and student performance to determine effectiveness of the strategy.

Strategy: Before School Program

Minutes added to school year: 2,040

The morning extended day is 100 book challenge from The American Reading Company.

Strategy Rationale

These enrichment activities provided in the morning extended day program work in conjunction with the core instruction provided during the school day by allowing students a reading challenge on an individual level. While the instruction is not individualized to the students' specific needs, the enrichment delivers background and experiences that will connect learning to the instruction from the regular school day through non-fiction and fiction text.

Strategy Purpose(s)

- Enrichment

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

The morning program will utilize a pre-test and post-test to monitor program success. The Suwannee Elementary School will compare success via FSA and EOC data.

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.

Suwannee Elementary serves students in grades 2 and 3. All incoming kindergarten students who attend Suwannee Primary School 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 up to 10, counting objects, basic colors and shapes. Data is used to plan for instruction until FLKRS is completed. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice. When students are received from first grade, data sources for review are STAR Reading and Mathematics as well as any individual needs and services specific to students.
As students transition from Suwannee Elementary School, State Assessment data, iReady data and any data used to monitor the Florida standards will be electronically sent to Suwannee Intermediate. In addition, specific academic folders for each student are provided showing student work in areas of literacy and mathematics. Finally, Tier 2 and 3 students in attendance, behavior, and academics are discussed in matriculation meetings with personnel from Suwannee Elementary School and Suwannee Intermediate School.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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. Develop a vertically and horizontally aligned curriculum with common assessments in grades K-5.

G2. Implement sustainable professional development targeted at K-5 alignment goals.

G3. Improve daily average attendance rate.

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

🔑 G084304

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	
FSA ELA Achievement	

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.

- Independent reading time will be scheduled for all classes.

- Teacher Support Colleagues work with teachers to provide training in best practices to implement in the classroom.

- Resource Teacher works with retained 3rd grade students to provide intensive intervention.

- Newly developed horizontally and vertically aligned curriculum maps.

- Engage NY to supplement district-approved math textbook.

- iReady on-line program.

- Singapore math strategies to help teach math conceptually.

Plan to Monitor Progress Toward G1. `8`

District Progress Monitoring Assessments for Mathematics

Person Responsible
Laura Williams

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

Evidence of Completion
Improvement on results for District Progress Monitoring Assessment in Mathematics

Plan to Monitor Progress Toward G1. `8`

The Florida Standards Assessment for Math

Person Responsible
Laura Williams

Schedule
On 6/2/2017

Evidence of Completion
Increase on the state standards assessment.

Plan to Monitor Progress Toward G1. `8`

District Progress Monitoring Assessments for ELA

Person Responsible
Amy Boggus

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

Evidence of Completion
Improvement on results for District Progress Monitoring Assessment in ELA

Plan to Monitor Progress Toward G1. `8`

The Florida Standards Assessment for ELA

Person Responsible
Amy Boggus

Schedule
On 6/2/2017

Evidence of Completion
Increase on the state standards assessment.

G2. Implement sustainable professional development targeted at K-5 alignment goals. `1a`

🔑 G084305

Targets Supported `1b`

Indicator	Annual Target
Developing Teachers (Performance Rating)	

Targeted Barriers to Achieving the Goal `3`

- Time

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

- Monthly PLC Days

- Weekly common team planning time

- Instructional/Reading Coach for all teachers. The coach will model effective teaching, have data conversations with individual teachers and teams for fluid movement of students to gain continued growth in reading, and assist teachers as they maintain exposure of the core reading curriculum in conjunction with other resources that teach Florida Standards.

- Appropriate skill based iReady centers on phonics/phonemic awareness, fluency, vocabulary, and comprehension.

Plan to Monitor Progress Toward G2. `8`

District Progress Monitoring Assessments for Reading

Person Responsible
Amy Boggus

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

Evidence of Completion
Improvement on results for The District Progress Monitoring Assessment in Reading.

Plan to Monitor Progress Toward G2. `8`

The Florida State Assessment for Reading

Person Responsible
Amy Boggus

Schedule
On 6/2/2017

Evidence of Completion
Increase on the state standards assessment.

G3. Improve daily average attendance rate. 1a

🔑 G084306

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

Plan to Monitor Progress Toward G3. 8

Review EWS as well as daily attendance rate.

Person Responsible

Laura Williams

Schedule

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

Evidence of Completion

FOCUS report

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

🔑 G084304

G1.B2 Low ELA scores `2`

🔑 B223988

G1.B2.S1 Implementation of iReady `4`

🔑 S236368

Strategy Rationale

Differentiated ELA instruction

Action Step 1 `5`

Teachers will use iReady to differentiate instruction, intervention and centers.

Person Responsible

Laura Williams

Schedule

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

Evidence of Completion

iReady data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

iReady reports

Person Responsible

Laura Williams

Schedule

Monthly, from 8/17/2016 to 6/2/2017

Evidence of Completion

iReady data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

iReady reports

Person Responsible

Laura Williams

Schedule

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

Evidence of Completion

iReady data

G2. Implement sustainable professional development targeted at K-5 alignment goals. 1

🔑 G084305

G2.B1 Time 2

🔑 B223990

G2.B1.S1 Use of PLC format at monthly and weekly team meetings. 4

🔑 S236372

Strategy Rationale

To improve collaboration

Action Step 1 5

Teachers will meet weekly during their provided activity period with their PLC team to plan for differentiated instruction.

Person Responsible

Amy Boggus

Schedule

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

Evidence of Completion

The principal will receive from the teachers the agenda/notes from the weekly team meeting. The teachers will use the teacher created instructional guide to plan instruction.

Action Step 2 5

Teachers will meet monthly during their provided PLC day with their PLC team and grade level to plan for differentiated instruction and interventions.

Person Responsible

Laura Williams

Schedule

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

Evidence of Completion

Agenda and Lesson Plans

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

Teachers will join together once a month in their PLCs facilitated by the Leadership Team.

Person Responsible

Amy Boggus

Schedule

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

Evidence of Completion

Teachers will plan with their PLC team and turn in lesson plans.

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

Teachers will join together once a month in their PLCs facilitated by the Leadership Team.

Person Responsible

Amy Boggus

Schedule

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

Evidence of Completion

Teachers will turn in lesson plans.

G3. Improve daily average attendance rate. `1`

🔍 G084306

G3.B1 Education of parents on the understanding of compulsory attendance law. `2`

🔍 B223992

G3.B1.S1 Invite parents to attend a meeting regarding attendance and provide parents with attendance legislation. `4`

🔍 S236374

Strategy Rationale

To increase parent awareness of attendance

Action Step 1 `5`

We will monitor student attendance and invite parents to a meeting to discuss student attendance and review the law.

Person Responsible

Laura Williams

Schedule

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

Evidence of Completion

FOCUS attendance report and conference form from meeting

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

Monitor FOCUS attendance

Person Responsible

Laura Williams

Schedule

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

Evidence of Completion

FOCUS attendance reports, conference form from the meeting

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

Monitor FOCUS attendance

Person Responsible

Laura Williams

Schedule

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

Evidence of Completion

FOCUS attendance reports, conference form from the meeting

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					
G1.MA1 M310780	District Progress Monitoring Assessments for Mathematics	Williams, Laura	8/16/2016	Improvement on results for District Progress Monitoring Assessment in Mathematics	6/2/2017 monthly
G1.MA2 M310781	The Florida Standards Assessment for Math	Williams, Laura	8/16/2016	Increase on the state standards assessment.	6/2/2017 one-time
G1.MA3 M310782	District Progress Monitoring Assessments for ELA	Boggus, Amy	8/16/2016	Improvement on results for District Progress Monitoring Assessment in ELA	6/2/2017 monthly
G1.MA4 M310783	The Florida Standards Assessment for ELA	Boggus, Amy	8/16/2016	Increase on the state standards assessment.	6/2/2017 one-time
G2.MA1 M310789	District Progress Monitoring Assessments for Reading	Boggus, Amy	8/16/2016	Improvement on results for The District Progress Monitoring Assessment in Reading.	6/2/2017 monthly
G2.MA2 M310790	The Florida State Assessment for Reading	Boggus, Amy	8/16/2016	Increase on the state standards assessment.	6/2/2017 one-time
G3.MA1 M310793	Review EWS as well as daily attendance rate.	Williams, Laura	8/16/2016	FOCUS report	6/2/2017 weekly
G1.B2.S1.MA1 M310776	iReady reports	Williams, Laura	8/16/2016	iReady data	6/2/2017 monthly
G1.B2.S1.MA1 M310777	iReady reports	Williams, Laura	8/17/2016	iReady data	6/2/2017 monthly
G1.B2.S1.A1 A304879	Teachers will use iReady to differentiate instruction, intervention and centers.	Williams, Laura	8/16/2016	iReady data	6/2/2017 daily
G2.B1.S1.MA1 M310784	Teachers will join together once a month in their PLCs facilitated by the Leadership Team.	Boggus, Amy	8/16/2016	Teachers will turn in lesson plans.	6/2/2017 biweekly
G2.B1.S1.MA1 M310785	Teachers will join together once a month in their PLCs facilitated by the Leadership Team.	Boggus, Amy	8/16/2016	Teachers will plan with their PLC team and turn in lesson plans.	6/2/2017 monthly
G2.B1.S1.A1 A304881	Teachers will meet weekly during their provided activity period with their PLC team to plan for...	Boggus, Amy	9/6/2016	The principal will receive from the teachers the agenda/notes from the weekly team meeting. The teachers will use the teacher created instructional guide to plan instruction.	6/2/2017 weekly
G2.B1.S1.A2 A304882	Teachers will meet monthly during their provided PLC day with their PLC team and grade level to...	Williams, Laura	8/16/2016	Agenda and Lesson Plans	6/2/2017 monthly
G3.B1.S1.MA1 M310791	Monitor FOCUS attendance	Williams, Laura	8/16/2016	FOCUS attendance reports, conference form from the meeting	6/2/2017 weekly
G3.B1.S1.MA1 M310792	Monitor FOCUS attendance	Williams, Laura	8/16/2016	FOCUS attendance reports, conference form from the meeting	6/2/2017 weekly
G3.B1.S1.A1 A304884	We will monitor student attendance and invite parents to a meeting to discuss student attendance...	Williams, Laura	8/16/2016	FOCUS attendance report and conference form from meeting	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. Develop a vertically and horizontally aligned curriculum with common assessments in grades K-5.

G1.B2 Low ELA scores

G1.B2.S1 Implementation of iReady

PD Opportunity 1

Teachers will use iReady to differentiate instruction, intervention and centers.

Facilitator

iReady trainers

Participants

general education teachers, ESE support facilitators, guidance counselor

Schedule

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

G2. Implement sustainable professional development targeted at K-5 alignment goals.

G2.B1 Time

G2.B1.S1 Use of PLC format at monthly and weekly team meetings.

PD Opportunity 1

Teachers will meet monthly during their provided PLC day with their PLC team and grade level to plan for differentiated instruction and interventions.

Facilitator

Solution Tree

Participants

general education teachers, instructional coach

Schedule

Monthly, from 8/16/2016 to 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.B2.S1.A1	Teachers will use iReady to differentiate instruction, intervention and centers.	$0.00
2	G2.B1.S1.A1	Teachers will meet weekly during their provided activity period with their PLC team to plan for differentiated instruction.	$0.00
3	G2.B1.S1.A2	Teachers will meet monthly during their provided PLC day with their PLC team and grade level to plan for differentiated instruction and interventions.	$0.00
4	G3.B1.S1.A1	We will monitor student attendance and invite parents to a meeting to discuss student attendance and review the law.	$0.00
		Total:	$0.00