A. K. Suter Elementary School

2018-19 Schoolwide Improvement Plan

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A. K. Suter Elementary School

501 PICKENS AVE, Pensacola, FL 32503

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	46%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	A	A*

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Queen, Russell	Principal
Loggins, Jesse	Teacher, K-12
Low, Kelly	Teacher, K-12
Proshek, Amy	School Counselor
Thomas, Dr. Kimberly	Assistant Principal
McWethy, Heather	Teacher, K-12
Ryan, Deirdre	Teacher, K-12
Andrews, Catherine	Teacher, ESE
Evans, Kenyatta	Teacher, K-12

Duties

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

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

Early Warning Systems

Year 2017-18

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

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Friday 7/27/2018

Year 2016-17 - As Reported

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	2	3	5	6	8	16	0	0	0	0	0	0	0	40
One or more suspensions	0	2	3	0	0	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	5	10	8	5	5	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	2	6	12	0	0	0	0	0	0	0	20

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	1	4	2	2	3	0	0	0	0	0	0	0	12

Year 2016-17 - Updated

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	2	3	5	6	8	16	0	0	0	0	0	0	0	40
One or more suspensions	0	2	3	0	0	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	5	10	8	5	5	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	2	6	12	0	0	0	0	0	0	0	20

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	1	4	2	2	3	0	0	0	0	0	0	0	12

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA learning gains dropped. Historically, we struggle with ensuring 50% or more students make learning gains and this is still an area for improvement.

Which data component showed the greatest decline from prior year?

Overall, our ELA learning gains showed the greatest decline from the prior year.

Which data component had the biggest gap when compared to the state average?

Our school outperformed and/or scored the same as the state average in all components.

Which data component showed the most improvement? Is this a trend?

Math lower quartile students showed the most improvement. Typically, this is not the case.

Describe the actions or changes that led to the improvement in this area.

We focused more on standards-based planning and instruction as well as utilizing the district's pacing guides (color maps). Additionally, teachers grouped students according to needs in 5th grade and worked collaboratively in content areas.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	73%	49%	56%	73%	46%	52%
ELA Learning Gains	55%	46%	55%	63%	46%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	48%	40%	48%	56%	43%	46%
Math Achievement	75%	55%	62%	71%	52%	58%
Math Learning Gains	60%	57%	59%	66%	50%	58%
Math Lowest 25th Percentile	58%	48%	47%	47%	43%	46%
Science Achievement	75%	55%	55%	68%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (2)	0 (3)	0 (5)	0 (6)	0 (8)	0 (16)	0 (40)
One or more suspensions	0 (0)	0 (2)	0 (3)	0 (0)	0 (0)	0 (0)	0 (5)
Course failure in ELA or Math	0 (0)	0 (5)	0 (10)	0 (8)	0 (5)	0 (5)	0 (33)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (2)	0 (6)	0 (12)	0 (20)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	80%	52%	28%	57%	23%
	2017	84%	59%	25%	58%	26%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	71%	51%	20%	56%	15%
	2017	70%	49%	21%	56%	14%
Same Grade Comparison		1%				
Cohort Comparison		-13%				
05	2018	66%	44%	22%	55%	11%
	2017	69%	47%	22%	53%	16%
Same Grade Comparison		-3%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	77%	54%	23%	62%	15%
	2017	79%	54%	25%	62%	17%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	70%	58%	12%	62%	8%
	2017	77%	54%	23%	64%	13%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
Same Grade Comparison		-7%					
Cohort Comparison		-9%					
05	2018	80%	52%	28%	61%	19%	
	2017	61%	50%	11%	57%	4%	
Same Grade Comparison		19%					
Cohort Comparison		3%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	80%	55%	25%	55%	25%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	43	42	55	49	44		36				
BLK	59	42	44	60	39	53	39				
HSP	63	33		75	33						
MUL	78	77		89	62						
WHT	78	58	55	79	70	61	87				
FRL	66	51	45	67	56	55	62				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	46	60		38	30						
BLK	44	58	65	40	27	21	35				
HSP	89			83							
MUL	75			83							
WHT	81	69	33	82	64	53	81				
FRL	62	62	57	61	48	30	48				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Learning Gains
Rationale	Due to our decline in ELA learning gains across all subgroups, we will ensure standards-based planning, instruction, and alignment to ensure that we are meeting the needs of our students.
Intended Outcome	We would like 60% or more students to show learning gains in ELA.
Point Person	Russell Queen (rqueen@escambia.k12.fl.us)
Action Step	
Description	Teachers will participate in focused standards-based training and data analysis and alignment.
Person Responsible	Dr. Kimberly Thomas (kthomas2@ecsdfl.us)
Plan to Monitor Effectiveness	
Description	We will review weekly assessments, quarterly district assessments, teacher walk-through and observation data (formative assessments), and FSA assessments (summative assessments).
Person Responsible	Russell Queen (rqueen@escambia.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school host monthly parental and family engagement activities throughout the year. Grade level as well as the Media Specialist sponsor Literacy, STEAM, and Fine Arts events to ensure that all stakeholders are involved and engaged in student learning.

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

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

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

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

A.K. Suter Elementary receives support through Federal, State, and local programs.

Title I, Part C-Migrant:
Services for migrant children are provided by the district level Title I office. A.K. Suter does not have any students designated as migrant.

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

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

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

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

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

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

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

None Applicable

Part V: Budget	
Total:	$2,886.00