

Suwannee County Schools

# Suwannee Pineview Elementary



## 2018-19 Schoolwide Improvement Plan

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## 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)	2017-18 Title I School	2017-18 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	45%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Suwannee 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 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.

#### Provide the school's vision statement.

Suwannee Elementary School will be a school of excellence ensuring all students are prepared for personal success.

### School Leadership Team

#### Membership

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

Name	Title
Boggus, Amy	Principal
Davis, Perry	

#### Duties

#### 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.

### 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	54	56	0	0	0	0	0	0	0	0	0	110
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	33	46	0	0	0	0	0	0	0	0	0	79
Level 1 on statewide assessment	0	0	0	21	0	0	0	0	0	0	0	0	0	21

**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	5	23	0	0	0	0	0	0	0	0	0	28

**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	26	21	0	0	0	0	0	0	0	0	0	47
Retained Students: Previous Year(s)	0	0	25	5	0	0	0	0	0	0	0	0	0	30

**Date this data was collected**

Tuesday 9/4/2018

**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	0	0	48	48	0	0	0	0	0	0	0	0	0	96
One or more suspensions	0	0	3	1	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	25	34	0	0	0	0	0	0	0	0	0	59
Level 1 on statewide assessment	0	0	0	14	0	0	0	0	0	0	0	0	0	14

**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	5	15	0	0	0	0	0	0	0	0	0	20

**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	0	0	48	48	0	0	0	0	0	0	0	0	0	96
One or more suspensions	0	0	3	1	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	25	34	0	0	0	0	0	0	0	0	0	59
Level 1 on statewide assessment	0	0	0	14	0	0	0	0	0	0	0	0	0	14

**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	5	15	0	0	0	0	0	0	0	0	0	20

## 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 achievement performed the lowest. Yes, this is a trend.

#### Which data component showed the greatest decline from prior year?

ELA Learning Gains showed the greatest decline from the prior year.

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

ELA Learning Gains had the biggest gap when compared to the state average. The state average was 55% and our learning gains were 88%.

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

We had equal growth in both ELA and math achievement. Over the last three years, we have grown in 11 points in ELA and 19 points in math.

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

Implementing a more rigorous, standards-based curriculum, along with common formative assessments and PLC's, have led to the improvement in both of these 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	57%	53%	56%	46%	47%	52%
ELA Learning Gains	88%	63%	55%	58%	51%	52%
ELA Lowest 25th Percentile	0%	38%	48%	0%	36%	46%
Math Achievement	63%	55%	62%	44%	49%	58%
Math Learning Gains	83%	54%	59%	75%	57%	58%
Math Lowest 25th Percentile	0%	22%	47%	0%	39%	46%
Science Achievement	0%	48%	55%	0%	44%	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 (0)	0 (0)	54 (48)	56 (48)	0 (0)	0 (0)	110 (96)
One or more suspensions	0 (0)	0 (0)	0 (3)	0 (1)	0 (0)	0 (0)	0 (4)
Course failure in ELA or Math	0 (0)	0 (0)	33 (25)	46 (34)	0 (0)	0 (0)	79 (59)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	21 (14)	0 (0)	0 (0)	21 (14)

#### 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	54%	55%	-1%	57%	-3%
	2017	50%	54%	-4%	58%	-8%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		-50%				
05	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	63%	-3%	62%	-2%
	2017	54%	60%	-6%	62%	-8%
Same Grade Comparison		6%				
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		-54%				
05	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018					
	2017					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	27			33							
ELL	40			57							
BLK	39			47							
HSP	41			58							
MUL	57			71							
WHT	69			71							
FRL	53	88		61	82						
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	21			30							
ELL	16			43							
BLK	38			42							
HSP	35			52							
MUL	42			58							
WHT	63			64							
FRL	42	100		49	92						

### 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	
<b>Title</b>	Increase academic achievement with a focus on students of diverse backgrounds and abilities
<b>Rationale</b>	Based on the 2018 Needs Assessment/Analysis Subgroup Data, the proficiency of students with diverse backgrounds and SWD's performed significantly below the school's average.
<b>Intended Outcome</b>	Decrease the proficiency gap in each subgroup.
<b>Point Person</b>	Amy Boggus (amy.boggus@suwannee.k12.fl.us)
Action Step	
<b>Description</b>	Provide differentiated instruction to engage and challenge students. Ensure that all resources are relevant and aligned to the Florida Standards. Implement the use of common formative assessments. Mentor Program PLC's
<b>Person Responsible</b>	[no one identified]
Plan to Monitor Effectiveness	
<b>Description</b>	iReady Growth Monitoring Monthly Data Meetings
<b>Person Responsible</b>	Perry Davis (perry.davis@suwannee.k12.fl.us)
Activity #2	
<b>Title</b>	Improve the average daily attendance rate
<b>Rationale</b>	Increased student attendance leads to increased achievement.
<b>Intended Outcome</b>	Decrease the number of students whose attendance average is below 90%.
<b>Point Person</b>	Perry Davis (perry.davis@suwannee.k12.fl.us)
Action Step	
<b>Description</b>	Attendance meetings monthly Parent letters Phone calls home Well child checks, if necessary
<b>Person Responsible</b>	Perry Davis (perry.davis@suwannee.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	Monitor student attendance weekly Monthly/weekly attendance report
<b>Person Responsible</b>	Perry Davis (perry.davis@suwannee.k12.fl.us)

Activity #3	
<b>Title</b>	Discipline
<b>Rationale</b>	Decreased discipline incidents ensures that learning and working environments are supportive, safe and secure.
<b>Intended Outcome</b>	Decrease discipline incidents.
<b>Point Person</b>	Amy Boggus (amy.boggus@suwannee.k12.fl.us)
Action Step	
<b>Description</b>	Meetings with parents, teachers, guidance, administration, MTSS Coordinator. Referrals for Mental Health Counseling. Phone calls home Schoolwide CHAMPS
<b>Person Responsible</b>	Amy Boggus (amy.boggus@suwannee.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	Discipline Documentation Forms Referrals for Mental Health Counseling. FOCUS
<b>Person Responsible</b>	Amy Boggus (amy.boggus@suwannee.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, Â§ 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.**

See on-line PIP

#### 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.**

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.

**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. 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.

**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, and communicates with parents regarding school based RtI plans, activities, and meetings.

AP works 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.

General Education Teacher: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction and implement Tier 2/3 interventions.

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 standards/programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches; 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.

MTSS Coordinator: Participates in interpretation and analysis of data; provides technical assistance for problem-solving activities including data collection, analysis, and program evaluation; and facilitates data-based decision making activities.

ESE Teacher: Collaborates with general education teachers to integrates core instructional activities/ materials into Tier 3 instruction.

Title I, Part A funds are utilized to provide paraprofessionals in order to give additional help to students in need of intervention. It 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. ALL activities funded by Title I Part C will be supplementary and will not supplant existing State- and District-funded and required services.

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, and other supplies needed for migrant students.

Title II Part A funds are used to fund the Reading Coach, consultants, and the district's professional development funds. ALL activities funded by Title II are 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 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.

**Title X- Homeless**

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

**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

Part V: Budget	
Total:	\$0.00