

Suwannee County Schools

# Suwannee Middle School



2018-19 Schoolwide Improvement Plan

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# Suwannee Middle School

1730 WALKER AVE SW, Live Oak, FL 32064

sms.suwannee.k12.fl.us

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2017-18 Title I School</b></p> <p>Yes</p>	<p><b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>98%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>43%</p>

## School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Grade</b>	C	C	C	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.

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

Come in as a Bullpup and leave as a Bulldog!  
Preparing Students For a Successful and Purposeful Life!

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

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

Suwannee Pride  
P-eople are valued and appreciated in the school and community  
R-igor is embedded in all areas of the curriculum  
I-ntegrity is expected and recognized  
D-etermination is exhibited by students and staff  
E-xcellence is strived for daily

### School Leadership Team

#### Membership

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

Name	Title
Wilkerson, Jimmy	Principal
Herring, Misty	School Counselor
Bonds, Alan	Dean
Cohen, Kim	School Counselor
Williams, Laura	Assistant Principal
Burbridge, Timothy	School Counselor

#### Duties

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

Dr. Jimmy Wilkerson is the Principal at SMS. Dr. Wilkerson makes all final decisions and is responsible for the safety and supervision of all students at SMS.

Laura Williams is the Assistant Principal. Mrs. Williams is the curriculum coordinator and instructional leader at SMS. Data-based curriculum decisions and student decisions are made by Mrs. Williams.

Alan Bonds is the Dean of Students at SMS. Mr. Bonds is responsible for discipline throughout the

school.

Misty Herring, Kim Cohen, and Tim Burbridge serve as members of the MTSS Team at SMS. These three Guidance Counselors ensure that students are properly identified and that their accommodations are properly followed in the classroom. As a team, we all work together to ensure that the best learning environment is available to all of our students.

## 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	103	109	97	0	0	0	0	309
One or more suspensions	0	0	0	0	0	0	2	2	3	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	50	18	32	0	0	0	0	100
Level 1 on statewide assessment	0	0	0	0	0	0	135	130	135	0	0	0	0	400

#### 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	80	70	59	0	0	0	0	209

#### 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	1	0	0	0	0	0	0	1
Retained Students: Previous Year(s)	0	0	0	0	0	0	88	47	48	0	0	0	0	183

#### Date this data was collected

Tuesday 8/21/2018

### 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	0	0	0	0	73	71	109	0	0	0	0	253
One or more suspensions	0	0	0	0	0	0	28	27	37	0	0	0	0	92
Course failure in ELA or Math	0	0	0	0	0	0	16	10	25	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	0	0	0	108	94	123	0	0	0	0	325
	0	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	45	40	77	0	0	0	0	162

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	0	0	0	0	73	71	109	0	0	0	0	253
One or more suspensions	0	0	0	0	0	0	28	27	37	0	0	0	0	92
Course failure in ELA or Math	0	0	0	0	0	0	16	10	25	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	0	0	0	108	94	123	0	0	0	0	325
	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	45	40	77	0	0	0	0	162

## 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?**

Our lowest quartile in both ELA and Math performed the lowest at 38%. This is a trend in ELA but not necessarily in Math.

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

The Math Lowest Quartile Learning Gains saw the greatest decline from the prior year, from 48% to 38%.

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

Math Achievement had the biggest gap when compared to the state average.

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

The ELA Lowest Quartile Learning Gains showed the most improvement this year at SMS. It is not a trend.

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

The implementation of 1 to 1 technology via Chromebooks has helped us to show improvement in this area. Many teachers are utilizing the Canvas platform for part of their daily instruction, which is also useful when students are absent so that they do not fall behind. Additional digital resources have given teachers access to a wider variety of research-based, quality instructional resources.

**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	45%	45%	53%	42%	42%	52%
ELA Learning Gains	47%	47%	54%	48%	48%	53%
ELA Lowest 25th Percentile	38%	38%	47%	42%	42%	45%
Math Achievement	40%	40%	58%	43%	43%	55%
Math Learning Gains	42%	42%	57%	49%	49%	55%
Math Lowest 25th Percentile	38%	38%	51%	46%	46%	47%
Science Achievement	56%	56%	52%	45%	45%	50%
Social Studies Achievement	62%	62%	72%	62%	62%	67%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	103 (73)	109 (71)	97 (109)	309 (253)
One or more suspensions	2 (28)	2 (27)	3 (37)	7 (92)
Course failure in ELA or Math	50 (16)	18 (10)	32 (25)	100 (51)
Level 1 on statewide assessment	135 (108)	130 (94)	135 (123)	400 (325)

**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
06	2018	39%	41%	-2%	52%	-13%
	2017	47%	47%	0%	52%	-5%
Same Grade Comparison		-8%				
Cohort Comparison						
07	2018	43%	44%	-1%	51%	-8%
	2017	40%	42%	-2%	52%	-12%
Same Grade Comparison		3%				
Cohort Comparison		-4%				
08	2018	51%	51%	0%	58%	-7%
	2017	49%	51%	-2%	55%	-6%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		2%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	33%	38%	-5%	52%	-19%
	2017	35%	38%	-3%	51%	-16%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	40%	44%	-4%	54%	-14%
	2017	49%	50%	-1%	53%	-4%
Same Grade Comparison		-9%				
Cohort Comparison		5%				
08	2018	20%	19%	1%	45%	-25%
	2017	30%	35%	-5%	46%	-16%
Same Grade Comparison		-10%				
Cohort Comparison		-29%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	56%	54%	2%	50%	6%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	64%	-64%	65%	-65%
2017	0%	65%	-65%	63%	-63%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	60%	61%	-1%	71%	-11%
2017	66%	65%	1%	69%	-3%
Compare		-6%			



HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	72%	45%	27%	62%	10%
2017	77%	41%	36%	60%	17%
Compare		-5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

**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	22	35	29	21	42	41	20	39			
ELL	17	38	42	27	38	33	29	38			
BLK	27	39	30	19	31	34	20	38	63		
HSP	40	45	43	41	44	37	51	62	76		
MUL	39	36		29	31	40		62			
WHT	53	50	40	47	46	40	69	70	75		
FRL	41	44	39	39	42	37	53	60	69		
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	11	36	33	13	35	33	6	37			
ELL	15	33	38	19	43	46	20	55			
BLK	29	43	30	26	44	44	30	55	40		
HSP	43	42	42	40	48	48	49	74	77		
MUL	35	42		33	40						
WHT	53	52	38	53	54	51	65	72	80		
FRL	38	45	37	38	50	49	43	59	64		

**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>	Increasing the academic achievement of all SMS students
<b>Rationale</b>	The FSA data for this school year decreased from last year in most areas.
<b>Intended Outcome</b>	ELA achievement - 50% Math Achievement- 50%
<b>Point Person</b>	Laura Williams (laura.williams@suwannee.k12.fl.us)

**Action Step**

**Description** All students will show growth from the the previous years FSA in both Math and ELA. In our Math classes, we have improved teacher and student access to quality, standards-based curriculum by providing all teachers and students with the appropriate textbooks, resources, and supplies to be successful. Teachers will be meeting monthly with Jim Wilson in a PLC to break down standards and examine quality math practices. In our ELA classes, teachers are meeting as a PLC to improve instruction, discuss standards, and share resources. Teachers will be meeting monthly with Kelli Williams to examine best practices for teaching ELA. Students have also been placed strategically in their 4th period classes, The Bulldog Block. This class is 30 extra minutes. Students who scored a high-level 2 have been placed in Reading and Math classes during the Bulldog Block to give teachers extra time to meet individual needs and increase achievement.

**Person Responsible** Laura Williams (laura.williams@suwannee.k12.fl.us)

**Plan to Monitor Effectiveness**

**Description** iReady Diagnostic testing, classroom walk-throughs, and monitoring the PLC meetings will help us to monitor the effectiveness.

**Person Responsible** Laura Williams (laura.williams@suwannee.k12.fl.us)

## Activity #2

<b>Title</b>	Ensuring the learning and working environments at SMS are supportive, safe, and secure
<b>Rationale</b>	Students will work more efficiently if they feel safe and protected.
<b>Intended Outcome</b>	ELA achievement - 50% Math Achievement- 50%
<b>Point Person</b>	Jimmy Wilkerson (jimmy.wilkerson@suwannee.k12.fl.us)

### Action Step

<b>Description</b>	Quality fencing has been added to the perimeter of SMS, as well as a single entry point for visitors to sign-in. Monthly drills will be completed to ensure that students and staff know how to maneuver the new fences and borders in case of emergency.
<b>Person Responsible</b>	Jimmy Wilkerson (jimmy.wilkerson@suwannee.k12.fl.us)

### Plan to Monitor Effectiveness

<b>Description</b>	The monthly drills will be monitored by Jimmy Wilkerson to ensure that all employees are ready in case of emergency.
<b>Person Responsible</b>	Jimmy Wilkerson (jimmy.wilkerson@suwannee.k12.fl.us)

## Activity #3

<b>Title</b>	Maximizing technology use at SMS
<b>Rationale</b>	Utilizing technology in the classroom is the easiest way to provide students with a wide-variety of resources and experiences that are readily available at all times.
<b>Intended Outcome</b>	ELA achievement - 50% Math Achievement- 50%
<b>Point Person</b>	Laura Williams (laura.williams@suwannee.k12.fl.us)

### Action Step

<b>Description</b>	All students will receive a Chromebook within the first month of school. Teachers will utilize Canvas as a Learning Management System in their classrooms (with varying degrees of usage).
<b>Person Responsible</b>	Laura Williams (laura.williams@suwannee.k12.fl.us)

### Plan to Monitor Effectiveness

<b>Description</b>	Classroom walkthrough's and monitoring teacher Canvas pages will help us to monitor the effectiveness.
<b>Person Responsible</b>	Laura Williams (laura.williams@suwannee.k12.fl.us)

#### Activity #4

<b>Title</b>	Carrer and Technical Courses to increase industry certifications
<b>Rationale</b>	Students want to take courses that are interesting and that will help them to feel successful.
<b>Intended Outcome</b>	The number of students taking and passing industry certifications will increase at SMS.
<b>Point Person</b>	Jimmy Wilkerson (jimmy.wilkerson@suwannee.k12.fl.us)

#### Action Step

<b>Description</b>	Teachers will begin testing students during the first semester on several industry certification exams instead of waiting until the end of the year. We also have increased the number of qualified instructors who can prepare the students for the exams.
<b>Person Responsible</b>	Jimmy Wilkerson (jimmy.wilkerson@suwannee.k12.fl.us)

#### Plan to Monitor Effectiveness

<b>Description</b>	Mid-year check to examine the number of students who have taken and passed industry certification exams.
<b>Person Responsible</b>	Jimmy Wilkerson (jimmy.wilkerson@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.**

Suwannee Middle School plans to build positive relationships with parents, families, and other community stakeholders by providing many opportunities throughout the year to collaborate and celebrate our students. Examples include:

- Open House
- Title 1 Annual Parent Meeting/Get to Know Your Guidance Night
- 6 scheduled SAC Meetings showcasing clubs at SMS
- Volleyball Game Booth
- Football Game Booth
- Girls Soccer Game Booth
- Boys Soccer Game Booth
- Girls Basketball Game Booth
- Boys Basketball Game Booth
- Community Outreach Events
- Pilgrim's Pride Visits
- School Play
- Band Concerts

SMS will also have monthly MTSS/EWS meetings to meet the needs of our students by collaborating as

a team of parents, students, teachers, counselors, and administrators. We will also have IEP, 504, and ELL meetings to discuss our students needs.

### **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.**

Counseling is provided on an individual and small-group basis as needed.  
Referrals are made to outside agencies, as needed.  
Orientation to guidance is held for all 6th grade students as well as all other new students entering SMS.  
Students are identified as off track according to the early warning indicators.  
Teams meet to discuss student needs.  
Collaborative relationship with local church pastors who provide mentoring.  
Eighth grade students receive the Take Stock in Children Scholarship, which provides mentoring through their high school years.  
Student clubs are available.  
Social events are held (i.e. Dances, SMS Bash, Pep Rallies).

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

SMS will provide:

A parent night for all students transitioning from 5th to 6th grade.  
A school-wide tour of Suwannee Middle School for incoming 6th grade students.  
A school-wide tour of Suwannee High School for all 8th grade students transitioning to 9th grade.  
A meeting, including staff from both schools and parents, for all Exceptional Student Education (ESE) students transitioning from the 5th to the 6th grade and 8th to 9th grade.

### **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.**

#### Multi-Tiered Framework

Within the MTSS, resources are allocated in direct proportion to student needs. Data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.

The MTSS involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

Iready is purchased from Title 1 funds and is our progress monitoring tool, as well as our tool for identifying student gaps in knowledge, and providing resources to fill the gaps as well.

Title I Funds are utilized to provide teachers with opportunities to attend professional development

workshops and conferences to enhance their teaching strategies. Title I provides funds for Paraprofessionals at SMS as well.

Title I also provides a District-wide parent Liaison who provides workshops and other services to parents and students.

Title I Part C-Migrant funds provide tutoring for Migrant students, English in a Flash software, computers, SRA, and supplies for Migrant Students.

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.**

Students are able to explore career options and complete a personalized academic and career plan, which must be signed by the student and students' parents. Students are counseled and work with counselor, teachers, and parents to create personalized academic and career plan that best suits student needs. Counselors will work with 8th grade students on career planning, high school planning, college planning and financial aid planning. Students will create a portfolio to guide them as they progress through high school and start looking closely at college and careers.

With the assistance of counselors and teachers, students will be able to create a portfolio and explore career options with use of the MyCareerShines.org online software during the 8th grade. This acts as a guide as they progress through high school and begin looking more closely at college and career opportunities. Students will work with counselors and parents to create an academic plan that best suits the individual students needs.

Counselors will provide all 8th grade students with information on college costs, financial aid, and scholarship opportunities, as well as the correlation between income earning potential and education.

In addition, college and career awareness/planning meetings on an individual basis will be conducted with all 8th grade students. Their parents will also be invited to participate.