

Suwannee County Schools

Suwannee Pineview Elementary



2019-20 Schoolwide Improvement Plan

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Suwannee Pineview Elementary

1748 S OHIO AVE, Live Oak, FL 32064

ses.suwannee.k12.fl.us

Demographics

Principal: Amy Boggus

Start Date for this Principal: 6/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (73%) 2017-18: A (73%) 2016-17: A (74%) 2015-16: B (56%) 2014-15: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Suwannee County School Board on 8/27/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>45%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	B

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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	Job Duties and Responsibilities
Boggus, Amy	Principal	<ul style="list-style-type: none"> * (1) Provide instructional leadership and supervision for student achievement. * (2) Manage and administer the development, implementation and assessment of the instructional program at the assigned school. * (3) Utilize current research, outside resources, performance data and feedback from students, teachers, parents and the community to make decisions related to improvement of instruction and student performance. * (4) Promote high student achievement. * (5) Coordinate program planning with District instructional staff. * (6) Supervise the selection of textbooks, materials and equipment. * (7) Supervise the testing program for the school. * (8) Align school initiatives with district, state and school goals. * (9) Establish and coordinate procedures for students, teachers, parents and the community to evaluate curriculum. * (10) Direct the development of the school's schedule and assign teachers according to identified needs. * (11) Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system. * (12) Provide leadership in the effective use of technology in the classroom. * (13) Facilitate, monitor and coordinate the implementation of ESOL programs and services for schools designated as ESOL centers. * (14) Facilitate, monitor and coordinate the implementation of Pre-Kindergarten programs and services at designated sites. <p>Personnel Action Services</p> <ul style="list-style-type: none"> * (15) Supervise the establishment and maintenance of individual professional development plans for each instructional employee. * (16) Interview and select qualified personnel to be recommended for employment. * (17) Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. * (18) Implement and administer negotiated employee contracts at the school site. * (19) Assign and supervise school personnel to special projects for the enhancement of student learning. * (20) Establish job assignments for school-site administrators, teachers and support personnel. * (21) Develop and administer duty rosters for certificated and non-certificated staff as required. * (22) Manage and administer personnel development through training, in-service and other developmental activities. * (23) Provide training opportunities and feedback to personnel at the assigned school. <p>School Operations/Delivery Systems</p> <ul style="list-style-type: none"> * (24) Supervise the operation and management of all activities and functions at the assigned school. * (25) Develop positive school/community relations and act as liaison between the school and community. * (26) Access, analyze, interpret and use data in decision-making. * (27) Establish procedures for an accreditation program and monitor accreditation standards at the assigned school. * (28) Coordinate school maintenance and facility needs and monitor progress toward meeting those needs. * (29) Monitor the custodial program at the school to ensure a clean, healthy and

Name	Title	Job Duties and Responsibilities
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safe learning environment.

*(30) Supervise the orderly movement and safety of transportation services on school grounds.

*(31) Manage and supervise the school's financial resources including the preparation and disbursement of the school's budgets and internal accounts.

*(32) Establish and manage accurate student accounting and attendance procedures at the assigned school.

*(33) Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.

*(34) Communicate, through proper channels, to keep the Superintendent informed of pending problems or events of unusual nature.

*(35) Direct the establishment of adequate property inventory records and ensure the security of school property.

*(36) Implement the School Board policies, state statutes and federal regulations as they pertain to the assigned school.

*(37) Supervise the preparation and maintenance of accurate and timely reports and records.

Student Support Services

*(38) Establish school guidelines and enforce District guidelines for proper student conduct with implementation of disciplinary procedures and policies that ensure a safe and orderly environment.

*(39) Facilitate a program of family and community involvement.

*(40) Supervise the school guidance program and services to ensure that individual student educational and developmental needs are met.

*(41) Establish procedures to be used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.

*(42) Coordinate the supervision of all extracurricular programs at the assigned school.

*(43) Approve all school-sponsored activities and maintain a calendar of all school events.

*(44) Maintain visibility and accessibility on the school campus.

*(45) Attend school-related activities and events.

Personal/Professional Employee Qualities

*(46) Participate in county-wide management meetings and other meetings and activities appropriate for professional development.

*(47) Communicate effectively, both orally and in writing, with parents, students, teachers and the community.

*(48) Model effective listening and positive interaction skills.

*(49) Maintain and model high standards of professional conduct.

*(50) Set high goals and standards for self, others and the organization.

*(51) Keep abreast of trends and changes in educational programs and procedures.

*(52) Participate in developing the strategic plan, school calendar, staffing plan and other district-level activities as required.

Leadership

*(53) Provide leadership in the school improvement process, implementation of the school improvement plan and the School Advisory Council.

*(54) Establish a vision and mission for the school in collaboration with key stakeholders.

*(55) Exercise proactive leadership in promoting the vision and mission of the

Name	Title	Job Duties and Responsibilities
		<p>District.</p> <ul style="list-style-type: none"> *(56) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment. *(57) Access District and community resources to meet school needs. *(58) Anticipate problems and difficult situations and plan appropriately to handle them. *(59) Act quickly to stop possible breaches of safety, ineffective procedures and/or interference with operations. *(60) Provide recognition and celebration for staff, student and school accomplishment. *(61) Build teams to accomplish plans, goals and priorities. *(62) Promote and market the school and its priorities. (63) Perform other tasks consistent with the goals and objectives of this position. (64) Shall assume additional responsibilities as assigned by the Superintendent.
Davis, Perry	Assistant Principal	<p>Instructional Program Leadership/Development</p> <ul style="list-style-type: none"> * (1) Provide instructional leadership and supervision for student achievement. * (2) Design short- and long-range plans related to the instructional program using District guidelines, current research, performance data and feedback from students, staff and parents. * (3) Implement an appropriate instructional program to include basic instruction areas and related support services in guidance and media. * (4) Assist classroom teachers in the interpretation of the requirements of the District instructional program and the development of procedures to meet individual student needs. * (5) Communicate, through staff meetings and written material, information that will keep staff informed of curriculum policies, procedures, changes and updates. * (6) Assist with the administration and coordination of student instructional support programs. * (7) Provide assistance to District staff in the development and interpretation of the district instructional program. * (8) Provide assistance to District staff with regard to the Pupil Progression Plan. <p>Personnel Action Services</p> <ul style="list-style-type: none"> * (9) Assist with the interview and selection of personnel to be recommended for employment as required. *(10) Assist in the orientation of new teaching personnel. *(11) Coordinate the staff development program at the school as assigned. *(12) Provide training programs and feedback to instructional personnel as required. *(13) Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. <p>School Operations/Delivery Systems</p> <ul style="list-style-type: none"> *(14) Collaborate with school and District staff on the development and implementation of District curriculum initiatives. *(15) Provide for the development of the master schedule. *(16) Coordinate and monitor test administration. *(17) Coordinate the selection, requisition and use of all instructional materials. *(18) Supervise the preparation and maintenance of all required reports and records.

Name	Title	Job Duties and Responsibilities
		<p>*(19) Provide assistance to the principal in the formulation and implementation of general school policies and regulations.</p> <p>*(20) Provide assistance to the principal in the establishment and maintenance of good public relations and promotion of student and staff morale.</p> <p>*(21) Assist, as needed, with disciplinary issues.</p> <p>*(22) Keep principal informed of potential problems or unusual events.</p> <p>Student Support Services</p> <p>*(23) Assist teachers to ensure that individual student educational and developmental needs are addressed.</p> <p>*(24) Monitor scope and sequence of curriculum offered at school to ensure that student growth/achievement is continuous and appropriate for age group to assist in meeting needs of students.</p> <p>*(25) Consult with parents, teachers and other school staff to assist in meeting needs of students.</p> <p>*(26) Work with parents to resolve complaints or concerns.</p> <p>*(27) Maintain visibility and accessibility on the school campus.</p> <p>*(28) Attend school-related activities and events as required.</p> <p>Personal/Professional Employee Qualities</p> <p>*(29) Participate in county-wide management meetings and other meetings and activities appropriate for professional development.</p> <p>*(30) Communicate effectively, both orally and in writing, with students, parents, teachers, District personnel and the community.</p> <p>*(31) Model effective listening and positive interaction skills.</p> <p>*(32) Set high goals and standards for self, others and the organization.</p> <p>*(33) Model and maintain high standards of professional conduct.</p> <p>*(34) Keep abreast of trends and changes in educational programs and procedures.</p> <p>*(35) Complete all required reports and maintain all appropriate records.</p> <p>Leadership</p> <p>*(36) Assist in the building of teams to accomplish plans, goals and priorities.</p> <p>*(37) Assess community and District resources to meet school needs.</p> <p>*(38) Follow procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.</p> <p>*(39) Act quickly to stop possible breaches of safety, ineffective procedures or interference with operations.</p> <p>*(40) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</p> <p>(41) Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>(42) Shall assume additional responsibilities as assigned by the Superintendent.</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	354	372	0	0	0	0	0	0	0	0	0	726
Attendance below 90 percent	0	0	31	36	0	0	0	0	0	0	0	0	0	67
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	24	0	0	0	0	0	0	0	0	0	24

The number of students with two or more early warning indicators:

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

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	27	26	0	0	0	0	0	0	0	0	0	53
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)

43

Date this data was collected or last updated

Tuesday 8/13/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	5	23	0	0	0	0	0	0	0	0	0	28

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	5	23	0	0	0	0	0	0	0	0	0	28

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	53%	53%	57%	50%	50%	55%
ELA Learning Gains	85%	64%	58%	100%	68%	57%
ELA Lowest 25th Percentile	0%	50%	53%	0%	47%	52%
Math Achievement	60%	55%	63%	56%	57%	61%
Math Learning Gains	95%	64%	62%	88%	70%	61%
Math Lowest 25th Percentile	0%	31%	51%	0%	48%	51%
Science Achievement	0%	48%	53%	0%	34%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	354 (0)	372 (0)	0 (0)	0 (0)	726 (0)
Attendance below 90 percent	0 (0)	0 (0)	31 (54)	36 (56)	0 (0)	0 (0)	67 (110)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (33)	0 (46)	0 (0)	0 (0)	0 (79)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	24 (21)	0 (0)	0 (0)	24 (21)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	56%	-4%	58%	-6%
	2018	54%	55%	-1%	57%	-3%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		-54%				
05	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	61%	-3%	62%	-4%
	2018	60%	63%	-3%	62%	-2%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		-60%				
05	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	32			35							
ELL	20			49							
BLK	39			44							
HSP	44			55							
MUL	56			50							
WHT	63			69							

2019 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 2017-18	C & C Accel 2017-18
FRL	48	89		55	94						
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						

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	34
Total Points Earned for the Federal Index	327
Total Components for the Federal Index	5
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA Achievement showed the lowest performance. Our lowest strand for ELA continues to be Integration of Knowledge and Ideas, however, this area was up from 17-18 school year. This is not longitudinal data. It is based on a different group of students each year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA Achievement showed the greatest decline, as well as our ELL students in ELA dropped in proficiency from 2018 to 2019. This is not longitudinal data. It is based on a different group of students each year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap when compared to the state average is math proficiency. There is a 3% difference between the school and state.

Which data component showed the most improvement? What new actions did your school take in this area?

Our learning gains in math showed the most improvement. Our learning gains were 83% in 2018 and 93% in 2019. Again, this is not longitudinal data. It is based on a different group of students each year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The number of course failures in ELA and math, along with the number of students that scored level 1 on FSA.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase academic achievement with a focus on students of diverse backgrounds and abilities (ELL and SWD).
2. Reduce the % of students that miss more than 10 days.
3. Decrease discipline incidents.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Increase academic achievement with a focus on students of diverse backgrounds and abilities.
Rationale	Based on data from our school report card, the two under performing subgroups is our English Language Learners (ELL) (34%) and Students with Disabilities (SWD) (33%).

State the measurable outcome the school plans to achieve Increase proficiency of ELL and SWD to at least 41%.

Person responsible for monitoring outcome Amy Boggus (amy.boggus@suwannee.k12.fl.us)

Evidence-based Strategy We will utilize a Resource Teacher/Support Facilitator for additional support for retained students for reading and math, a data room with all levels of students being monitored, a monthly reading and math PD.

Rationale for Evidence-based Strategy Increase support for teachers and students. FSA data and progress monitoring data.

Action Step

Description

1. Create a schedule for resource teacher/support facilitator
2. Meet monthly to monitor student data and create action steps
3. Schedule monthly reading and math PD with district coordinators
- 4.
- 5.

Person Responsible Perry Davis (perry.davis@suwannee.k12.fl.us)

#2	
Title	Reduce the percent of students whose attendance is below 90%.
Rationale	Based on EWS data, 17% of our 2nd and 3rd grade students' attendance fell below 90%.
State the measurable outcome the school plans to achieve	Increase the percent of students who attend school more than 90% of the time.
Person responsible for monitoring outcome	Perry Davis (perry.davis@suwannee.k12.fl.us)
Evidence-based Strategy	Schedule monthly attendance meetings with parents, teachers, guidance and administration; send parent letters; make phone calls home; create weekly reports; recognize outstanding attendance quarterly.
Rationale for Evidence-based Strategy	If students are not in attendance, they cannot learn.
Action Step	
Description	<ol style="list-style-type: none"> 1. Weekly attendance reports 2. Schedule monthly attendance meetings 3. Recognize outstanding student attendance 4. 5.
Person Responsible	Amy Boggus (amy.boggus@suwannee.k12.fl.us)

#3	
Title	Decrease discipline incidents.
Rationale	During the 2018-19 school year, 321 discipline incidents were reported and 23 students were suspended one or more days.
State the measurable outcome the school plans to achieve	Reduce the number of discipline incidents and suspensions.
Person responsible for monitoring outcome	Amy Boggus (amy.boggus@suwannee.k12.fl.us)
Evidence-based Strategy	Schedule discipline meetings with parents, teachers, guidance, admin and MTSS Coordinator; complete referrals for Mental Health Counseling, when needed; improve school-wide Positive Behavior Support plan; students participation in a class challenge at PE/Character Education/Anti-bullying education, Character education student of the month.
Rationale for Evidence-based Strategy	Student behavior is key to learning. Disruptive students can hinder instruction and the learning of others.
Action Step	
Description	<ol style="list-style-type: none"> 1. Be proactive with a school-wide Positive Behavior Support plan. 2. Teach character education and anti-bullying 3. Recognize students that exhibit positive character education traits each month 4. Schedule MTSS meetings with parents, teachers and guidance, as needed. 5.
Person Responsible	Amy Boggus (amy.boggus@suwannee.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

NA

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 Schoolwide Improvement Plan 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.

We will build positive relationships with parents, families and other community stakeholders through the following activities: Back to School Bus with school supplies, popsicles, books; configuration meetings; Meet Your Teacher days; Maker Space parent day; DQ nights; family Book Fair events; Dad's Day; Open House/Family Science Night; Veteran's Day program; Literacy Night; Mom's Day; End of Year Awards; APT and SAC meetings.

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.

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.

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

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.

N/A

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

NA