



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

A. K. Suter Elementary School

501 PICKENS AVE

Pensacola, FL 32503

850-595-6810

www.escambia.k12.fl.us

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
49%

Alternative/ESE Center
No

Charter School
No

Minority Rate
31%

School Grades History

2013-14
A

2012-13
B

2011-12
A

2010-11
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

A. K. Suter Elementary School

Principal

Russell Queen

School Advisory Council chair

Pete Zapatka

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Amy Proshek	Guidance
Cindy Thoede	Kindergarten Teacher
Tracy Lewis	1st Grade Teacher
Deidra Diettel	2nd Grade Teacher
Carrie Ann Cromer	3rd Grade Teacher
Darian Martin	4th Grade Teacher
Alexandra King	5th Grade Teacher
Lauren Farmer	Art Teacher
Russell F. Queen	Principal

District-Level Information

District

Escambia

Superintendent

Mr. Malcolm Thomas

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, educational support employees, parents, and other business and community members who are representative of the ethnic, racial and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC will meet a minimum of eight (8) times during the school year. The council will review the school budgets, school improvement plan, Title I Parent Involvement Plan, and other school related items.

Activities of the SAC for the upcoming school year

The SAC will review the school budgets, review school data, make suggestions for improvement, and review and provide input to the schools Parent Involvement Plan.

Projected use of school improvement funds, including the amount allocated to each project

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Russell Queen

Principal

Years as Administrator: 17

Years at Current School: 5

Credentials

Bachelor of Arts Degree from the University Of Florida
Masters Degree in Elementary Education from the University of West Florida
Certified in Elementary Education and Educational Leadership

Performance Record

2010-2011 A.K. Suter was an "A" school.
2011-2012 A.K. Suter was an "A" school.
2012-2013 A.K. Suter was a "B" school.
I.

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

31

receiving effective rating or higher

31, 100%

Highly Qualified Teachers

100%

certified in-field

31, 100%

ESOL endorsed

7, 23%

reading endorsed

2, 6%

with advanced degrees

7, 23%

National Board Certified

1, 3%

first-year teachers

0, 0%

with 1-5 years of experience

8, 26%

with 6-14 years of experience

10, 32%

with 15 or more years of experience

13, 42%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The principal assigns consulting teacher to all first year teachers. Veteran Suter teachers are assigned to experienced teachers that are new to our school. The district's START teacher program is used with all beginning teachers,

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers are paired with a veteran teacher on their grade level. The teacher is able to answer questions and concerns of the beginning teacher. A beginning teacher inservice is held to answer campus specific questions. The new teacher meets weekly with their grade level.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 RTI meetings where additional strategies of intervention are discussed and an implementation plan continued. Data is reviewed at a minimum monthly by the team.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Russell Queen - Principal, Amy Proshek - Guidance Counselor and Kelly Low - School Psychologist; share a common vision to make sound decisions for children based on data; they ensure implementation of the RTI process, staff development provided to keep teachers up-to-date with the RTI process, and communicate with parents about the school based RTI plans.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Suter RTI team will meet with the faculty during pre-planning faculty meetings to review the RTI process. The Suter team will meet regularly to engage in data discussions such as: screening data and progress monitoring data to identify the skill mastery level of students. This data will drive intervention and instructional decisions. In addition this data will be used to determine professional development needs.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources include, but are not limited to, Discovery Education, FCAT, Go Math, Writing Portfolio, Wonders Assessments, and traditional classroom assignments.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development in the RTi process, data collection, data graphing, will be offered not only at the school level, but the district level as well. District level curriculum specialist will be used for instructional and specific curriculum strategies. The team will continuously review the professional development needs of the faculty.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Russell F. Queen	Principal
Patty Holmens	3rd Grade Teacher
Cindy Thoede	Kindergarten Teacher
Darian Martin	4th Grade teacher

How the school-based LLT functions

The LLT met during the summer to develop implementation strategies for our district's new reading series. The team provides bi-monthly mini lessons on the new reading curriculum. This will continue throughout the year.

Major initiatives of the LLT

Proper Implementation of the new District adopted Reading Series, "Reading Wonders."

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Reading instruction is 120 minutes daily for grades k thru 5. Students are formally assessed three (3) times a year. After each assessment grouping and teaching strategies are modified to meet the student's reading needs.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

A.K. Suter schedules an orientation for Pre-K students. Assistance is given to parents with kindergarten registration. Pre-K students are currently served through the Voluntary Pre-K and Escambia County Readiness Coalition, and District Center Pre-K facility.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	68%	No	81%
American Indian				
Asian				
Black/African American	53%	44%	No	58%
Hispanic				
White	87%	76%	No	88%
English language learners				
Students with disabilities	52%	35%	No	57%
Economically disadvantaged	66%	60%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	24%	26%
Students scoring at or above Achievement Level 4	82	42%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	123	64%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	28	57%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	58	45%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	80%	67%	No	82%
American Indian				
Asian				
Black/African American	61%	44%	No	65%
Hispanic				
White	88%	74%	No	90%
English language learners				
Students with disabilities	48%	41%	No	53%
Economically disadvantaged	72%	59%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	29%	31%
Students scoring at or above Achievement Level 4	59	36%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	123	64%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	28	47%	55%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	68%	70%
Students scoring at or above Achievement Level 4	28	43%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	2	2%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

A minimum of 60% of our parents will participate in a minimum of one school activity. During the 2012-2013 school year 55% of our parents participated in a school based activity.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the number of participating parents.	406	55%	60%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase writing proficiency.
- G2.** Increase the number of teachers implementing strategies for differentiated instruction.

Goals Detail

G1. Increase writing proficiency.

Targets Supported

- Writing
- Parental Involvement

Resources Available to Support the Goal

- District level curriculum specialist, Staff development in rubric scoring, Monthly writing assessments, daily writing instruction,

Targeted Barriers to Achieving the Goal

- Teacher training (scheduling)

Plan to Monitor Progress Toward the Goal

Receive rubric scoring training. Teach writing daily. Writing assessments.

Person or Persons Responsible

All instructional staff., principal, district curriculum specialist.

Target Dates or Schedule:

1st semester.

Evidence of Completion:

Sign-in sheets, administration observations, assessments.

G2. Increase the number of teachers implementing strategies for differentiated instruction.

Targets Supported

- Reading (FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- FDLRS providing staff development, ESE department,

Targeted Barriers to Achieving the Goal

- Training schedule, Time for feedback and collaboration

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

A.K. Suter Elementary receives support through Federal, State, and local programs. Title I funds are used to provide substitute teachers for staff training and parent conferences. Title I funds also purchase a technology coordinator two (2) days a week.

Title I, Part C-Migrant:

Services for migrant children are provided by the district level Title I office. After thorough checking of the migrant student information exchange (MSIX) system and our local student data base, 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 by the Title I office.

Title II:

Professional development is offered at both 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 where 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 identified 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 buy 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals