

Suwannee Intermediate School



2014-15 School Improvement Plan

Suwannee Intermediate School

1419 WALKER AVE SW, Live Oak, FL 32064

www.suwannee.k12.fl.us/sis

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

54%

Alternative/ESE Center

No

Charter School

No

Minority

39%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	D	C	B

School Board Approval

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

SIP Authority and Template

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.

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Suwannee Intermediate School will meet the highest academic and social standards as set by the State of Florida and the Federal Government. To be the "Greatest School on Earth", each child must leave SIS better than when they arrived--academically and socially.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Describe how the school creates an environment where students feel safe and respected before, during and after school

Our school is very structured. Everyone is treated equally. We follow basic guidelines for success that include respect, responsibility, and cooperation.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

CHAMPs is the Positive Behavior System that is in place at SIS. Behavior expectations and consequences are school wide, not by classroom only. Administration follows a discipline rubric for referred offenses.

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

Guidance counselor directs Student Support Team meetings (bi-weekly). References may come from teachers, paraprofessionals, administration, or anyone that may have a concern. We are contracted with various community counseling programs as well.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance: any student missing 10% or more of school days is referred to SST.
Behavior: students with daily marks for misbehavior are referred by the teacher.
Academic: Level 1 students; also referred by teacher from observation in classroom.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level		Total
	4	5	
Attendance below 90 percent	15	23	38
One or more suspensions	39	34	73
Course failure in ELA or Math	172	144	316
Level 1 on statewide assessment	13	28	41

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

Indicator	Grade Level		Total
	4	5	
Students exhibiting two or more indicators	13	28	41

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Small group interventions by testing scores. Furthermore, teacher recommended SST meetings will determine what other or different strategies can be employed.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188830>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Presence at as many community events as possible as well as publicizing the good news from SIS.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Simpson, James	Principal
Brown, Amanda	Assistant Principal

Duties

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

Jim Simpson, Principal, and Mandy Brown, Assistant Principal, are responsible for gathering and analyzing the school-wide data. This data is used to drive the programs, interventions, and instruction in each classroom. The Principal and Assistant Principal provide the support for the classroom teachers to be able to achieve the maximum growth of each individual student. Marcia Boatright, Academic Coach, provides guidance to the teachers for best instructional strategies. She also provides resources for the teachers to use during the school-wide intervention time, as well as modeling of specific strategies within the classroom setting. Dana Lashley, Guidance Counselor, provides support to the school and district personnel in regards to the RtI process for our students. Mrs. Lashley assists teachers and staff with all aspects of the ESE program.

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

Each grade level (4th and 5th) consists of 3 or 4 teams. Each team per grade level is dedicated to servicing either ELLs, IEPs, or 504s. Each of those individual groups consists of 4-5 teachers per team. Due to this grouping, the ESE and paraprofessional support for each specific group is able to spend more time with their targeted group of students because they are only having to divide their time between 4-5 teachers, rather than 14-15 teachers. Forty-five minutes of the school day is dedicated to reading interventions. The level 1 & 2 students are remediated using the SRA program. The Level 3-4-5 students (according to FCAT scores) work on enrichment activities (Book in a Box) creating while reading as a group. These are fluid groups and are constantly changing according to the needs of each individual student.

Federal funds (Title 1) provide for staffing of paraprofessionals in the ESE department to meet individualized needs of students.

Federal funds (Title 1, Part C) provide for paraprofessionals to provide instructional support for the students who qualify as Migrant students.

Federal funds (Title II) provide for professional development resources.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Debbie McCall	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At one of the SAC meetings, members reviewed the plan.

Development of this school improvement plan

The plan is provided for review to the SAC committee and input is given and accepted from all stakeholders.

Preparation of the school's annual budget and plan

Summaries are provided for review.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

A science coach provides hands-on lab experiments for all 5th graders on a weekly basis. Teachers are also provided opportunities for training for strategies to implement Florida standards.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Simpson, James	Principal

Duties

Describe how the LLT promotes literacy within the school

Florida Standards and the transition to these standards will be the major focus this year for the LLT team.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Each "team" has a common planning time of 45 minutes daily. Every other week, the team meets with administration for a Team Data Chat to insure planning and instructional strategies are being used by all.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We recruit outside of our immediate area for qualified candidates. We offer Professional Development and also provide a mentoring program for beginning teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers who are new to the district and/or new to their current grade level will receive a mentor. The mentor/new teacher pairing is based on the specific needs of the new teacher and the strengths of the mentoring teacher. We also ensured that the pairs shared a common planning period so that they could meet and collaborate with one another throughout the week. Planned mentoring activities include collaborative planning, data chats, and modeling teaching opportunities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Using CPALMS, the district has created maps for each course. The teachers at SIS follow these maps; as a team, at bi-weekly data chats, we discuss who is covering what standard and when to ensure coherence to the map.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Individual data folders are reviewed by teachers (and with students) to ensure that goals are being met. Data is used from STAR (Ren Place), Accelerated Reader, Accelerated Math, Performance Matters 9-weeks Benchmark tests, and of course FCAT.

Ideally, each teacher will give a short testing "probe" after each standard is covered, by subject, to ensure proficiency. Then the data from those probes can be compared teacher by teacher to see what is working and what is not. (We are not yet at this stage--as we are new to the mapping, keeping everyone aligned is priority number 1 right now; however, the common probing follows). The PM 9-weeks testing will act as the first comparative data that we will have.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Grant provided 21st Century Learning Community will guide an after school program for any students that wish to participate.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Testing scores will be recorded at the beginning of the program and again at year's end.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Our elementary schools are all divided up--the best support would be for all three schools to function together as one. As it is, the principals collaborate and discuss effective strategies. Preparation for SIS can be easier with programs, expectations, and protocols are the same from SES and SIS.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

none

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

none

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Suwannee Intermediate School will be a structured school: all teachers/teams will follow the same plan, protocol, and map through the year.

- G2.** Support--all teachers must be supported in their activities, development, and growth.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Suwannee Intermediate School will be a structured school: all teachers/teams will follow the same plan, protocol, and map through the year. 1a

G048902

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	55.0
Math Gains	75.0
Math Lowest 25% Gains	100.0
FSA - English Language Arts - Proficiency Rate	60.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	100.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Common Planning
- Continuity in Administration procedures & goals
- Common Map (CPALMS) by subject
- Common Behavior Plan (CHAMPS)
- Experienced teachers that practice best instructional strategies

Targeted Barriers to Achieving the Goal 3

- Inexperienced teachers

Plan to Monitor Progress Toward G1. 8

Bi-weekly data chats will determine if all teachers are following the same map. Collaboration is key to ensuring that progress is made. Constant and consistent working together will be observed.

Person Responsible

James Simpson

Schedule

Daily, from 9/30/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Progress Toward G1. 8

Individual conversations and observations will determine teacher's abilities.

Person Responsible

James Simpson

Schedule

Daily, from 9/30/2014 to 6/5/2015

Evidence of Completion

G2. Support--all teachers must be supported in their activities, development, and growth. 1a

G048929

Targets Supported 1b

Indicator	Annual Target
Math Gains	

Resources Available to Support the Goal 2

- Experienced administration
- Experienced and effective teachers
- Common planning

Targeted Barriers to Achieving the Goal 3

- Time (for PD opportunities)

Plan to Monitor Progress Toward G2. 8

Testing results from students will improve, thus showing improved instructional practices.

Person Responsible

James Simpson

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Suwannee Intermediate School will be a structured school: all teachers/teams will follow the same plan, protocol, and map through the year. **1**

 G048902

G1.B1 Inexperienced teachers **2**

 B122158

G1.B1.S2 Constant and consistent monitoring. **4**

 S134116

Strategy Rationale

Inspect what is expected.

Action Step 1 **5**

Administration and Academic Coach will monitor and offer feedback to new / struggling teachers on a regular basis (at least once every two weeks)

Person Responsible

James Simpson

Schedule

Weekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Observation notes and feedback, followed by discussions with teacher.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Data collected on observations, notes kept in files containing observation details.

Person Responsible

James Simpson

Schedule

Every 6 Weeks, from 9/30/2014 to 6/5/2015

Evidence of Completion

Collective discussions of admin and academic coach (and teacher, at times) will determine if best strategies are being implemented (if suggested strategies are being implemented).

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Test scores & data from students in each teacher's classroom will determine if teacher is effectively teaching.

Person Responsible

James Simpson

Schedule

Quarterly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Data from testing (Benchmark tests, standard probes, STAR, AM, AR, FSA)


G2. Support--all teachers must be supported in their activities, development, and growth. 1

 G048929

G2.B1 Time (for PD opportunities) 2

 B122186

G2.B1.S1 Use substitutes and take teachers out of the classroom. 4

 S134142

Strategy Rationale

Employee paid time.

Action Step 1 5

Have struggling teachers observe quality instruction teachers

Person Responsible

James Simpson

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Action Step 2 5

Have teachers participate in professional development opportunities.

Person Responsible

James Simpson

Schedule

Every 6 Weeks, from 9/30/2014 to 6/5/2015

Evidence of Completion

As opportunities arise, allow as many teachers as possible to participate.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

?

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1	Administration and Academic Coach will monitor and offer feedback to new / struggling teachers on a regular basis (at least once every two weeks)	Simpson, James	9/30/2014	Observation notes and feedback, followed by discussions with teacher.	6/5/2015 weekly
G2.B1.S1.A1	Have struggling teachers observe quality instruction teachers	Simpson, James	9/30/2014		6/5/2015 monthly
G2.B1.S1.A2	Have teachers participate in professional development opportunities.	Simpson, James	9/30/2014	As opportunities arise, allow as many teachers as possible to participate.	6/5/2015 every-6-weeks
G1.MA1	Bi-weekly data chats will determine if all teachers are following the same map. Collaboration is key to ensuring that progress is made. Constant and consistent working together will be observed.	Simpson, James	9/30/2014		6/5/2015 daily
G1.MA2	Individual conversations and observations will determine teacher's abilities.	Simpson, James	9/30/2014		6/5/2015 daily
G1.B1.S2.MA1	Test scores & data from students in each teacher's classroom will determine if teacher is effectively teaching.	Simpson, James	9/30/2014	Data from testing (Benchmark tests, standard probes, STAR, AM, AR, FSA)	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1	Data collected on observations, notes kept in files containing observation details.	Simpson, James	9/30/2014	Collective discussions of admin and academic coach (and teacher, at times) will determine if best strategies are being implemented (if suggested strategies are being implemented).	6/5/2015 every-6-weeks
G2.MA1	Testing results from students will improve, thus showing improved instructional practices.	Simpson, James	9/1/2014		6/5/2015 quarterly
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	?			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Suwannee Intermediate School will be a structured school: all teachers/teams will follow the same plan, protocol, and map through the year.

G1.B1 Inexperienced teachers

G1.B1.S2 Constant and consistent monitoring.

PD Opportunity 1

Administration and Academic Coach will monitor and offer feedback to new / struggling teachers on a regular basis (at least once every two weeks)

Facilitator

Marcia Boatright, Academic Coach

Participants

All new teachers and others identified as struggling teachers.

Schedule

Weekly, from 9/30/2014 to 6/5/2015

G2. Support--all teachers must be supported in their activities, development, and growth.

G2.B1 Time (for PD opportunities)

G2.B1.S1 Use substitutes and take teachers out of the classroom.

PD Opportunity 1

Have struggling teachers observe quality instruction teachers

Facilitator

Marcia Boatright, Academic Coach

Participants

Struggling teachers

Schedule

Monthly, from 9/30/2014 to 6/5/2015

PD Opportunity 2

Have teachers participate in professional development opportunities.

Facilitator

Principal, Assistant Principal, and Academic Coach

Participants

all teachers.

Schedule

Every 6 Weeks, from 9/30/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0