

Suwannee Elementary School



2014-15 School Improvement Plan

Suwannee Elementary School

1748 OHIO/MLK AVE S, Live Oak, FL 32064

www.suwannee.k12.fl.us/ses

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
59%

Alternative/ESE Center
No

Charter School
No

Minority
43%

School Grades History

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

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

The family at The Suwannee Elementary School collaborates for academic and social excellence creating literacy learning 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

The Suwannee Elementary School realizes that all children can achieve their full potential to become productive, literate citizens when taught in a safe environment that provides high educational standards, nurtures every child, develops self worth, and provides the necessary skills for a successful life.

School Environment

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

The Suwannee Elementary School opens its doors regularly outside the academic hours of the traditional school year. There are many events before, during, and after the school year that provide time for parents, students, teachers, and leadership to sustain existing relationships while creating new ones as well. The physical building is eight years old and prides itself on the friendly atmosphere and personnel allowing all who enter to feel welcome.

Prior to the opening of all schools in Suwannee County, the District invites all schools to have a booth at the "Back To School Bash" where The Suwannee Elementary School provides literacy information and answers questions of parents transitioning from our feeder school, Suwannee Primary School. This has been a great time to get to know new families coming to The Suwannee Elementary School. Also, a night is set aside for parents, teachers, and students to meet one another before the first day of school. This is always a social event that lends itself to time for real conversations with new families.

After school begins, The Suwannee Elementary School holds an Open House inviting parents to the classrooms to see students' work and receive information regarding how to help with literacy at home. Following Open House, quarterly conferences (at a minimum) occur for each student between teachers and parents. ELL meetings take place twice a month to progressively meet with ELL families. RtI/MTSS meetings take place routinely three times a month for students in need of the tier 2 and 3 levels of the problem solving process. In addition The Suwannee Elementary School holds larger events such as monthly APT and School Improvement meetings along with annual Title I open meetings. Furthermore, an after school program is provided via a 21st Century grant the District received for grades K-5. Through this program, The Suwannee Elementary School teachers, support staff, and leadership are able to interact with parents and students on a more personal and enrichment level.

During the summer, The Suwannee Elementary School provides Summer Reading Camp for students in third grade who have not shown adequate proficiency on the State of Florida's assessment in Reading. Traditionally, this group makes up approximately 5% of the third grade level. This allows The Suwannee Elementary School to interact with families on a more intimate level of literacy as the educational focus is concentrated on reading strategies and supports in relationship to uniqueness of each family involved.

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

Students begin arriving at The Suwannee Elementary School as early as 7:00 a.m. for the morning program funded by the 21st Century Grant. As students come in they are greeted at the door by personnel who greet them with a cheerful welcome to the 100 book challenge. Meals tend to express a feeling of security and trust that students are cared for and loved. Each morning, all students are provided a breakfast at no charge at The Suwannee Elementary School between 7:25 a.m and 7:55 a.m. as well as a lunch at no charge while enrolled in our building. Throughout the school day, students are given positive praises of respect and confidence as set by the CHAMPs positive approach. Once the rules and routines are built, students gain a lighter side of our staff as many activities provide non-traditional learning opportunities that are hands-on and thoughtful. Activities requiring students to think deeper and have written or verbal expression allow students to have a voice, therefore a feeling of respect, confidence, and security. After school, students enriched by the program once again funded by the 21st Century Grant carries this same positive feeling. Even when seen after hours, teachers continue to maintain a safe and respectful position throughout the community in many other venues.

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

The Suwannee Elementary School utilizes the CHAMPs proactive and positive approach to classroom and school wide management. Throughout the building there is a protocol for all teachers, staff, and students to maintain in order that expectations are met. New personnel is trained for the CHAMPs system of management support upon being hired. Approximately every three years, an initiative is presented to the entire staff to review and/or re-establish goals and expectations within the CHAMPs protocol. Annually, parents are presented with The Suwannee Elementary School CHAMPs handbook expectations and guidelines.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

With consideration to our ever-changing community due to economic times, many families are new to the area and have needs as a family which of course brings needs to the student outside the traditional academic needs. The Suwannee Elementary School provides inclusion classrooms and a self-contained ESE classroom if the need is present in order to differentiate learning based upon social-emotional uniqueness. There is a school guidance counselor on staff for students as well as a contract with two outside agencies who are welcome on campus for a routine visit to meet with their student clients often times referred by The Suwannee Elementary School. Approved volunteers are regulars on campus under the supervision of our teachers to support those students who simply need a little extra attention.

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

The Suwannee Elementary School serves grades 2 and 3 only allowing our staff to have merely two foundation years with students. There are folders kept by the feeder school, Suwannee Primary, regarding academic and behavioral Rtl, ELL, attendance, and of course any ESE documentation already in place when arriving on campus in 2nd grade. The transfer brings over 400 new students

into our building each year. The Leadership Team thoroughly reviews information on all new second grade students who have any specific documentation folders listed above. In addition, the Leadership Team discusses and monitors with intervention data the third grade students identified with the same criteria.

The data below in part b indicates the current school year data for 2014-2015 since school began with the exception of Level 1 on FCAT. This data is from retained third grade students who took the assessment in 2013-2014 school year.

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
	2	3	
Attendance below 90 percent	52	48	100
One or more suspensions	1	3	4
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	0	24	24
Retained ELL students	1	2	3
Retained ESE students	3	5	8

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

Indicator	Grade Level		Total
	2	3	
Students exhibiting two or more indicators	3	5	8

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

With regard to retained and non proficient students, the initial intervention for grades 2 and 3 is EIR (Early Intervention Reading). Many of The Suwannee Elementary School students had gaps in foundational skills such as oral language, phonemic awareness, and phonics prior to second grade. Third grade students had even more gaps in necessary skills such as fluency, vocabulary, listening, speaking, and comprehension. Between the two grade levels, there are over 400 students currently in small, teacher-directed intervention groups.

In the areas of low attendance, The Leadership Team monitors those who have consistent truancy measured by 3, 5, 7, and 10 days of absences. The Student Support Team meetings occur with an attempt to involve and notify parents of chronic truancy before the district personnel intervenes.

The Suwannee Elementary School takes the positive approach to behavior until negative consequences are necessary. Parent contact is always a first task followed by specific behavior plans per unique situations and needs. This begins an RtI/MTSS behavior process for these Tier 2 and 3 students involved.

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/57058>.

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

Our mission at The Suwannee Elementary School hinges around literacy and its connection to all subject areas. In order to include local community, SES invites to the monthly School Advisory Committee Meetings community members and business partners with special invitations. A member from First Federal Savings Bank joins the meetings each month. Because of this partnership, the bank has funded an Accelerated Reader Celebration each quarter. These funds are spent with input from The Student Council so students who meet their quarterly goal can join the celebration. The Suwannee Elementary School has maintained a partnership with Lowe's who has provided time, energy, and materials for a science resource that benefits all students. Currently SES enjoys a greenhouse funded and built by the Lowe's staff. In addition, The Home Extension Office supported by The University of Florida provides personnel to volunteer daily during physical education for an outdoor connection to science putting our greenhouse to good use and allowing students the hands-on discovery necessary. By networking relationships via The Home Extension Office, students at The Suwannee Elementary School have now gained the benefit of The Master Gardeners as students build a school garden recording mathematical data and scientific observations. The extra effort to join community members in many areas outside of school, build relationships that benefit school and businesses alike, and maintain a cordial connection with those partners is critical in securing funds within such a small and rural community. The Suwannee Elementary School Leadership Team makes an effort to maintain such partnerships and building new ones as well.

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
McManaway, Deidre	Principal
Williams, Laura	Assistant Principal

Duties

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

The Leadership Team will focus RtI/MTSS meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our teachers, and in our students? The meetings will review universal screening data and link to instructional decisions; review progress monitoring data to identify students who are meeting/exceeding benchmarks, at moderate risk or at

high risk for not meeting benchmarks. The team will collaborate regularly, problem solve, evaluate implementation, and make decisions about implementation.

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

Principal: Provides a common vision for the use of data-based decision making, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI/MTSS implementation, and communicates with parents regarding school based RtI plans, activities, and meetings.

Assistant Principal: Role of the AP is to work in collaboration with the principal to ensure that RtI/MTSS goals are implemented; maintains the inventory of intervention programs and materials for teachers in reading and mathematics.

Select General Education Teacher: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, and links child-serving community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Reading Coach: Evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches; assists with whole school screening programs that provide early intervening data to help identify children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; provides guidance on K-5 reading plan; and supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans as well as maintains the inventory of intervention programs and materials for teachers along with the AP.

Mathematics Coach: Evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches; assists teachers with strategies and concepts for implementing progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and supports the strategic implementation of Tier 1, 2, and 3 mathematical intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

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

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student needs with respect to language skills.

Title I, Part A

Title I is utilized to fund our Reading Coach. Funds will also provide paraprofessionals in order to give additional help to students in need of intervention. Title I Part A is also used to provide a District Wide Parent Liaison, Math Coach, Curriculum Specialist and a teacher for the Opportunity School to serve all schools in the District. Therefore, Suwannee Elementary potentially receives services from all

those areas mentioned.

Title I, Part C- Migrant

School based administrators observe the use of research based reading strategies from the Florida Reading Initiative (FRI) in all classrooms. ALL activities funded by Title I Part C will be supplementary and will not supplant existing State- and District-funded and required services.

Common Core ELA standards are monitored by school based administrators. All teachers are charged with delivering instruction by these standards. Original Reading First and FRI strategies will be monitored by administrators and the reading coach to ensure successful opportunities for Non-ELL and LEP (ELL) students. Title I Part C funds are used for a District Migrant Coordinator, school based Migrant Tutor, a school based ELL paraprofessional and to purchase student licenses for Accelerated Reading Enterprise-English in a Flash, additional computers and other supplies needed for migrant students.

Title II

School based administrators will observe the use of research based reading strategies that support the Common Core State Standards in all classrooms. Title II Part A funds are used to fund the Reading Coache, travel, consultants, and the district's professional development funds. ALL activities funded by Title II will be supplementary and will not supplant existing State- and District-funded and required services. Reading strategies that are researched based will be monitored by administrators and the reading coach to ensure successful opportunities for Non-ELL and LEP (ELL) students.

Title III

Funds from Title III Part A are used to provide tutors for ELL students, purchased instructional materials and software for ELL students. All activities funded by Title III will be supplementary and will not supplant existing State and District funded and required services. Reading First and FRI strategies will be monitored by administrators and reading coaches to ensure successful opportunities for Non-ELL and LEP (ELL) students.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

n/a

Violence Prevention Programs

n/a

Nutrition Programs

The Suwannee Elementary School provides lunch at no charge to all students.

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jennifer McMillan	Parent
Lamarra Jones	Parent
Rebecca Carter	Parent
Tralene Sasso	Parent
Tammy Michal	Teacher
Charlene Redish	Teacher
Nicole Stratton	Parent
Amy Sansouci	Parent
Jennifer Bonds	Teacher
Amanda Senea	Parent
Joyce Warren	Education Support Employee
Marilynn Eaken	Education Support Employee
Holly McMillan	Teacher
Heather Thompson	Business/Community
Elsy Cerritos	Parent
Emily Peacock	Parent
Alan Scheurer	Parent
Yancy Scheurer	Parent
Heather Marshall	Parent
Nikki Nix	Parent
Philip Brown	Parent
Jessica Rinehart	Parent
Sandra Miller	Parent
Sylvia Netter	Education Support Employee
Deidre McManaway	Principal
James Robinson	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

In May of 2014 a review of all data and goals made in the 2013-2014 SIP for The Suwannee Elementary School occurred. Data did not look productive and goals set were not met.

Development of this school improvement plan

The Suwannee Elementary School SAC members review outcomes of the previous school year and assist school personnel in setting goals for the current year. Periodically during the school year school personnel share assessment data with SAC members and discuss concerns and strategies for improvement. SAC also provides the school with parent/community perspectives as decisions are made.

Preparation of the school's annual budget and plan

With regard to The Suwannee Elementary School's annual school budget, strict SCSB guidelines are in place for each school in the district of Suwannee. There is not a budget for funds in reference to SAC from SIP.

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

No funds allocated.

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
McManaway, Deidre	Principal
Williams, Laura	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Suwannee Elementary School promotes literacy within all aspects of activity throughout the building. The Literacy Leadership Team will monitor ALL activity that may interrupt core classroom instruction ensuring a connection to proficient literacy via activity in reading, writing, listening, speaking, and/or interaction with text to support the activity. The LLT will monitor best practices, require quantitative data, and support teachers during intervention time to increase reading proficiency for all students and particularly those in the bottom quartile. Also, the team will guide the implementation and fidelity of the reading-writing connection at grades 2 and 3 in order to increase proficiency on the State of Florida's ELA Assessment. Finally, the LLT will evaluate the implementation of Accelerated Reading and Accelerated Math as well as the use of program goals to broaden the number of students reaching personal success in each program.

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

The Suwannee Elementary School provides opportunities for teachers to plan vertically between grades 2 and 3 throughout the school year both organized and informal. Monthly teachers within a team are able to receive professional development in which they can collaborate and share strategies in conversation. Teachers also have a data day once a month in order to target RtI/MTSS Tier 2 and 3 students. During this time, teachers can problem solve with the Leadership Team to uncover productive solutions for individual students through differentiated instruction strategies. There is a core leadership team of teachers with a range of experience in order to bring fresh perspectives as the group addresses and resolves school problems with the leadership team.

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

The Principal and Director of HR attend job fairs and contact local universities regarding graduates. New teacher orientation occurs within the new hire training and is continued at The Suwannee Elementary School by the Leadership Team monthly. A year-long mentor program for new teachers is provided by mentors who have clinical education training. The Principal and Assistant Principal monitor these mentorships.

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

The assigned mentor is a highly successful teacher in the same grade level as the mentee whenever possible. The mentor will:

1. provide examples for class organization, classroom management, parent conferences, and instruction
2. model strategic teaching
3. share ideas
4. observe and give feedback
5. recognize effort and results
6. provide options that make teacher feel more comfortable
7. co-teach a lesson
8. give on-going personnel support
9. connect teachers with other teachers
10. arrange for teacher observation
11. ensure that teacher has all available resources necessary
12. listen and honor teacher concerns
13. remember that no problem is to insignificant
14. feedback from walks through classroom and observations via administration
15. required monthly meetings with administration

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

The Suwannee Elementary School serves grades 2 and 3 only. In order to align curriculum vertically with the two schools that give and receive students to and from SES, a huge plan was implemented to map curriculum per grade level in the District of Suwannee for grade level accountability. Each grade level was represented with core teacher leaders who stepped up over the summer to create a map via Florida's CPALMS in English/Language Arts, Mathematics, Science, and Social Studies. Activity instructors stepped up as well in the areas of Media/Computer, Music, and Physical Education to map curriculum as well.

It is no secret that Florida's standards model themselves closely after the national Common Core standards. Prior to Florida accepting the new Florida standards, Suwannee County purchased reading and mathematics textbooks mirrored for the national Common Core standards. While these textbooks are not able to be a teacher's sole instructional resource to teach each standard to mastery, it provides a skeleton level of instruction for all teachers to begin with in the area of reading and mathematics. The Suwannee Elementary School is building an equitable storehouse of materials as funds allow for all types of classrooms based upon the differentiated need of the students per class.

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

After much deliberation with scheduling, The Suwannee Elementary School has provided teams of teachers with a common intervention time of 45 minutes in reading for students who are not proficient in phonemic awareness, oral language, and phonics to receive a differentiated instruction in a small group, teacher directed setting. Students who are proficient in phonics receive small group instruction in fluency, vocabulary, and/or comprehension. The data for these groups was based upon EIR (Early Intervention in Reading). "It's not easy, but by working together to learn new strategies and by supporting each other, teachers can make a significant difference in many children's lives. We know a considerable amount today about what works to get all our children reading. The components of the EIR lessons are of high quality, share similarities with other effective early reading intervention programs, and are backed by extensive research (Hiebert & Taylor, 2000; Pikulski, 1994)." Quoted from "The Early Intervention in Reading Program: Research and Development Spanning Twelve Years by Barbara M. Taylor, p. 2. Throughout the year while grade 2 teachers are feverishly closing gaps in reading during intervention times, the teachers in grade 3 are not only doing the same but consistently introducing on level standards with an ultimate practice of comprehension. In mathematics, teachers are exposing students to their grade level standards and using small group interventions per skill to become proficient in math. In addition, Accelerated Mathematics is used as a resource on the student's level for math practice and growth.

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: Extended School Day

Minutes added to school year: 10,200

The afternoon extended day program is a hands-on enrichment to broaden the students' ability for learning by providing experiences in physical education, art, guest speakers, hands-on project based learning, and computer time.

Strategy Rationale

These enrichment activities provided in the afternoon extended day program work in conjunction with the core instruction provided during the school day. While the instruction is not individualized to the students' specific needs, the enrichment delivers background and experiences that will connect learning to the instruction from the regular school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McManaway, Deidre, deidre.mcmanaway@suwannee.k12.fl.us

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

The afternoon program will utilize a pre-test and post-test to monitor program success. The Suwannee Elementary School will compare success via FSA and EOC data.

Strategy: Before School Program

Minutes added to school year: 2,040

The morning extended day is 100 book challenge from The American Reading Company.

Strategy Rationale

These enrichment activities provided in the morning extended day program work in conjunction with the core instruction provided during the school day by allowing students a reading challenge on an individual level. While the instruction is not individualized to the students' specific needs, the enrichment delivers background and experiences that will connect learning to the instruction from the regular school day through non-fiction and fiction text.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McManaway, Deidre, deidre.mcmanaway@suwannee.k12.fl.us

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

The morning program will utilize a pre-test and post-test to monitor program success. The Suwannee Elementary School will compare success via FSA and EOC data.

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

The 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. All students are assessed in the area of letter knowledge, numbers up to 10, counting objects, basic colors and shapes. Data is used to plan for instruction until FLKRS is completed. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice. When students are received from SPS in first grade, data sources for review are STAR Reading and Mathematics as well as any individual needs and services specific to students. As students transition from The Suwannee Elementary School, State Assessment data, STAR Reading and Mathematics 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 The Suwannee Elementary School and Suwannee Intermediate School.

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

N/A

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

N/A

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

N/A

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

Data for students as early as third grade can be used to determine readiness when analyzing who will continue in post secondary level education. The Suwannee Elementary School is instrumental in providing the initial assessment for the State of Florida.

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.** Increase the number of students in grades 2 and 3 scoring proficient in mathematics on the District Assessments and The Florida State Assessment by providing specific math interventions and rigorous math instruction.
- G2.** Increase the number of students in grades 2 and 3 scoring proficient in reading on the District Assessment and Florida State Assessment by providing specific foundational interventions in the six areas of reading. The intervention includes improvement in any area with a marked deficit monitored by the Response to Instruction/Multi-Tiered System of Supports (RtI/MTSS) process in one of the following: Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, and/or Comprehension.
- G3.** Increase the number of ELL students in grades 2 and 3 achieving proficiency in ELA/Reading on The District Assessment and The Florida State Assessment by grade level, respectively.
- G4.** Improve attendance in grades 2nd and 3rd.

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. Increase the number of students in grades 2 and 3 scoring proficient in mathematics on the District Assessments and The Florida State Assessment by providing specific math interventions and rigorous math instruction. 1a

G052936

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	63.0

Resources Available to Support the Goal 2

- Instructional Coach for all teachers. The coach will model effective teaching, have data conversations with individual teachers and teams for fluid movement of students to gain continued growth, and assist teachers as they maintain exposure of the core mathematics curriculum in conjunction with other resources that teach Florida Standards.
- Implementation of Accelerated Math for all students.
- Engage New York to supplement district-approved math textbook.

Targeted Barriers to Achieving the Goal 3

- Teacher's knowledge of accelerating learning while presenting grade level Florida standards simultaneously via differentiated instruction.
- Significant professional development in differentiated instruction utilizing Accelerate Math for all teachers at The Suwannee Elementary School.
- Knowledge and implementation by teachers of the strategies from the Engage New York curriculum. While this program is not funded on the state or district level, the strategies presented show the level of rigor that the Florida math Standards require.

Plan to Monitor Progress Toward G1. 8

District Progress Monitoring Assessments for Mathematics

Person Responsible

Laura Williams

Schedule

Quarterly, from 10/27/2014 to 5/1/2015

Evidence of Completion

Improvement on results for The District Progress Monitoring Assessment in Mathematics

Plan to Monitor Progress Toward G1. 8

The Florida Standards Assessment for Math Mathematics

Person Responsible

Laura Williams

Schedule

On 4/6/2015

Evidence of Completion

Marked increase on the state standards assessment.

G2. Increase the number of students in grades 2 and 3 scoring proficient in reading on the District Assessment and Florida State Assessment by providing specific foundational interventions in the six areas of reading. The intervention includes improvement in any area with a marked deficit monitored by the Response to Instruction/Multi-Tiered System of Supports (RtI/MTSS) process in one of the following: Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, and/or Comprehension. 1a

 G042324

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0

Resources Available to Support the Goal 2

- Implementation of Early Intervention Reading Program for students with deficits in reading foundation skills (i.e. oral language, phonemic awareness, and phonics)
- The reading resource teacher's use of Soar To Success with retained third grade students in addition to the core program presented via classroom teachers. This program uses a Reciprocal Teaching model to unify the areas of reading and accelerate learning toward ultimate reading comprehension with prosody, accuracy, understanding, and proficiency,
- Instructional/Reading Coach for all teachers. The coach will model effective teaching, have data conversations with individual teachers and teams for fluid movement of students to gain continued growth in reading, and assist teachers as they maintain exposure of the core reading curriculum in conjunction with other resources that teach Florida Standards.
- Appropriate grade level FCRR centers on fluency, vocabulary, and comprehension in order to maintain and increase quality reading for those students who tested proficient in the early areas of reading such as oral language, phonemic awareness, and phonics.

Targeted Barriers to Achieving the Goal 3

- Teacher's knowledge of accelerating learning while presenting grade level Florida standards simultaneously via differentiated instruction.
- Significant professional development in differentiated instruction for all teachers at The Suwannee Elementary School
- Knowledge and implementation by teachers of the strategies from Reading First and the Florida Reading Initiative. While these programs are not fully funded on the state level as in previous years, the strategies presented show success when delivering quality reading instruction.

Plan to Monitor Progress Toward G2. 8

District Progress Monitoring Assessments for Reading

Person Responsible

Deidre McManaway

Schedule

Quarterly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Improvement on results for The District Progress Monitoring Assessment in Reading.

Plan to Monitor Progress Toward G2. 8

The Florida State Assessment for Reading

Person Responsible

Deidre McManaway

Schedule

On 4/6/2015

Evidence of Completion

Marked increase of students proficient on The Florida State Assessment in Reading results.

G3. Increase the number of ELL students in grades 2 and 3 achieving proficiency in ELA/Reading on The District Assessment and The Florida State Assessment by grade level, respectively. 1a

G042325

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	55.0

Resources Available to Support the Goal 2

- General education teachers certified with Florida's ESOL endorsement assigned ELL students.
- Paraprofessionals providing instructional support to ELL students within the general education ELL classroom
- Instructional Coach provided for support of the ESOL teachers.
- Imagine Learning; a computer program used to enhance developmental language skills for speakers of other languages.

Targeted Barriers to Achieving the Goal 3

- Parent involvement; establishing a strong connection between home and school with specific expectations for each ELL student.
- Conflicts in scheduling occur with consideration to personnel supports in relationship to the number of ELL students

Plan to Monitor Progress Toward G3. 8

Maintain or increase in the number of parent signatures/participation in parent workshops each quarter.

Person Responsible

Laura Williams

Schedule

Quarterly, from 10/28/2014 to 5/5/2015

Evidence of Completion

Parent sign-in sheets will be collected and monitored along with surveys in English and Spanish to determine productivity through feedback.

G4. Improve attendance in grades 2nd and 3rd. 1a

G042326

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	13.0

Resources Available to Support the Goal 2

- Principal • Assistant Principal • Guidance Counselor • District Truancy Coordinator Available to Support the Goal

Targeted Barriers to Achieving the Goal 3

- Education of parents on the understanding of compulsory attendance law and that "all day every day" is critical.

Plan to Monitor Progress Toward G4. 8

Monthly administration meetings to track attendance

Person Responsible

Deidre McManaway

Schedule

Monthly, from 10/14/2014 to 5/8/2015

Evidence of Completion

Attendance Reports, parents conference documentation from SST attendance meetings

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. Increase the number of students in grades 2 and 3 scoring proficient in mathematics on the District Assessments and The Florida State Assessment by providing specific math interventions and rigorous math instruction. **1**

 G052936

G1.B1 Teacher's knowledge of accelerating learning while presenting grade level Florida standards simultaneously via differentiated instruction. **2**

 B133357

G1.B1.S1 Leadership will facilitate Professional Learning Communities for teachers to gather and share teaching methods that utilize closing the gap in foundational math skills as well as maintaining effective instruction of The Florida Standards in grades 2 and 3. **4**

 S145246

Strategy Rationale

Some teachers have mastered a Tier 2 and 3 system of intervention delivery that supports presentation of the grade level standards with proficiency success. As teachers share mere conversation, instructional resources, and strategies, they can accelerate learning by closing gaps from previous levels while moving forward to maintain grade level proficiency.

Action Step 1 **5**

Teachers will gather strategies and methods found successful to accelerate learning in students' math proficiency, meeting a minimum of once per month.

Person Responsible

Laura Williams

Schedule

Monthly, from 10/27/2014 to 4/23/2015

Evidence of Completion

The principal will receive from the teachers the RtI/MTSS reading intervention forms. The forms display quantitative data that monitors each student served within the tiered groups. The teachers will also provide strategies used to make connections between this specific intervention and The Florida Standards per grade level using their Data Day Review form for discussion.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teachers will join together once a month in their PLCs facilitated by the Leadership Team.

Person Responsible

Laura Williams

Schedule

On 4/23/2015

Evidence of Completion

Monthly RtI/MTSS plans and Data Day Review Sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Data Review Days

Person Responsible

Laura Williams


Schedule

On 4/23/2015


Evidence of Completion

RtI/MTSS data sheets should show trends of increased proficiency per differentiated groups within direct correlation to proficiency of The Florida Standards per grade level.

G1.B2 Significant professional development in differentiated instruction utilizing Accelerate Math for all teachers at The Suwannee Elementary School. **2**

 B133358

G1.B2.S1 Provide Accelerated Math professional development opportunities for all teachers so that teachers understand how to utilize Accelerated Math as a tool for differentiating mathematics instruction in their classrooms. **4**

 S145247

Strategy Rationale

The more teachers receive specific professional development in differentiated instruction, the more student driven the teaching and learning will become within classrooms at The Suwannee Elementary School.

Action Step 1 **5**

Guided professional development in differentiated instruction utilizing Accelerated Math will be provided for teachers.

Person Responsible

Laura Williams

Schedule

On 9/4/2014

Evidence of Completion

Teachers will provide differentiated instruction strategies in their lessons and document them in weekly lesson plans.

Action Step 2 **5**

Guided professional development in differentiated instruction utilizing Accelerated Math will be provided for new teachers

Person Responsible

Laura Williams

Schedule

On 9/11/2014

Evidence of Completion

Teachers will provide differentiated instruction strategies in their lessons with students and document them in weekly lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Data review Days

Person Responsible

Laura Williams

Schedule

Monthly, from 9/16/2014 to 5/21/2015

Evidence of Completion

Rtl/MTSS lesson plans showing mathematics strategies and upward trends in intervention data.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Data Review Days

Person Responsible

Laura Williams

Schedule

On 5/21/2015

Evidence of Completion

Rtl/MTSS data sheets should show trends of increased proficiency per differentiated groups within direct correlation to proficiency of The Florida Standards per grade level.

G1.B3 Knowledge and implementation by teachers of the strategies from the Engage New York curriculum. While this program is not funded on the state or district level, the strategies presented show the level of rigor that the Florida math Standards require. **2**

 B133359

G1.B3.S1 Professional Learning Communities support each other in the implementation of the Engage New York Mathematics resources. **4**

 S145719

Strategy Rationale

When teachers watch the Engage New York videos and discuss the strengths of implementation for students in conjunction with the core Mathematics curriculum, students will show growth in mathematics.

Action Step 1 **5**

Monthly Professional Learning Communities

Person Responsible

Laura Williams

Schedule

On 12/4/2014

Evidence of Completion

Teachers will be able to evaluate data in Performance Matters as well as classroom assessments to determine growth of students with Engage New York Mathematics.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Administration from the school and district will visit classrooms regularly to ensure quality instruction in mathematics using the core curriculum and Engage New York Mathematics

Person Responsible

Deidre McManaway

Schedule

Annually, from 9/1/2014 to 5/29/2015

Evidence of Completion

Notes from administration should reflect good use of strategies of higher level thinking with Engage New York Mathematics along with student data in mathematics.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

A review of District Assessments and The Florida State Assessment should show growth in mathematics.

Person Responsible

Laura Williams

Schedule

Quarterly, from 10/27/2014 to 5/29/2015

Evidence of Completion

District Assessments and The Florida State Assessment data (growth in mathematics).

G2. Increase the number of students in grades 2 and 3 scoring proficient in reading on the District Assessment and Florida State Assessment by providing specific foundational interventions in the six areas of reading. The intervention includes improvement in any area with a marked deficit monitored by the Response to Instruction/ Multi-Tiered System of Supports (RtI/MTSS) process in one of the following: Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, and/or Comprehension. 1

G042324

G2.B1 Teacher's knowledge of accelerating learning while presenting grade level Florida standards simultaneously via differentiated instruction. 2

B103238

G2.B1.S1 Leadership will facilitate Professional Learning Communities for teachers to gather and share teaching methods that utilize closing the gap in foundational skills as well as maintaining effective instruction of The Florida Standards in grades 2 and 3. 4

S138003

Strategy Rationale

Some teachers have mastered a Tier 2 and 3 system of intervention delivery that supports presentation of the grade level standards with proficiency success. As teachers share mere conversation, instructional resources, and strategies they can accelerate learning by closing gaps from previous levels while moving forward to maintain grade level proficiency.

Action Step 1 5

Teachers will gather strategies and methods found successful to accelerate learning in students' reading proficiency meeting a minimum of once per month.

Person Responsible

Deidre McManaway

Schedule

Monthly, from 10/16/2014 to 4/23/2015

Evidence of Completion

The principal will receive from the teachers the RtI/MTSS reading intervention forms. The forms display quantitative data that monitors each student served within the tiered groups. The teachers will also provide strategies used to make connections between this specific intervention and The Florida Standards per grade level using their Data Day Review form for discussion.

Action Step 2 5

Teachers will review data from regular assessments to differentiate instruction for students.

Person Responsible

Laura Williams

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Teachers will use the forms created by Sandy Brusca during some differentiated instruction training in 2013-2014. While teachers may use the form for EVERY assessment, collection of a sample will be collected once a month.

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

Teachers will join together once a month in their PLCs facilitated by the Leadership Team.

Person Responsible

Deidre McManaway

Schedule

Monthly, from 10/16/2014 to 4/23/2015

Evidence of Completion

Teachers will discuss in PLCs and turn in 1) RtI/MTSS forms 2) Data Day Review forms and 3) a sample of the differentiated instruction form.

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

Teachers will monitor the progress of students within simultaneous Tier 1 and 2 instruction.

Person Responsible

Deidre McManaway

Schedule

Biweekly, from 9/15/2014 to 5/8/2015


Evidence of Completion

Teachers will turn in RtI/MTSS forms as well as documentation in FOCUS gradebook for Florida Standards per grade level. Data trends on both pieces of evidence provided should show whether instruction is effective or not.

G2.B2 Significant professional development in differentiated instruction for all teachers at The Suwannee Elementary School **2**

 B122340

G2.B2.S1 Provide differentiated instruction professional development not only for new teachers but as a follow up for previous year teachers. **4**

 S138045

Strategy Rationale

The more teachers receive specific professional development in differentiated instruction, the more student driven the teaching and learning will become within classrooms at The Suwannee Elementary School.

Action Step 1 **5**

Guided professional development in differentiated instruction will be provided for teachers.

Person Responsible

Deidre McManaway

Schedule

Annually, from 11/5/2014 to 11/5/2014

Evidence of Completion

Teachers will provide differentiated instruction strategies in their lessons with students and document them in weekly lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Data Day Reviews

Person Responsible

Deidre McManaway

Schedule

Monthly, from 10/16/2014 to 4/23/2015

Evidence of Completion

Biweekly RtI/MTSS plans and Data Day Review Sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

PLCs and Data Reviews

Person Responsible

Deidre McManaway

Schedule

Monthly, from 10/16/2014 to 4/23/2015

Evidence of Completion

Biweekly RtI/MTSS plans and Data Day Review Sheets

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Data Review Days

Person Responsible

Deidre McManaway


Schedule

Monthly, from 10/16/2014 to 4/23/2015


Evidence of Completion

RtI/MTSS data sheets should show trends of increased proficiency per differentiated groups within direct correlation to proficiency of The Florida Standards per grade level.

G2.B3 Knowledge and implementation by teachers of the strategies from Reading First and the Florida Reading Initiative. While these programs are not fully funded on the state level as in previous years, the strategies presented show success when delivering quality reading instruction. 2

 B126085

G2.B3.S1 Schedule a previous FRI or Reading First Trainer to join The Suwannee Elementary School staff for FRI and/or Reading First strategy presentation. 4

 S138046

Strategy Rationale

While these programs are not fully funded on the state level as in previous years, the strategies presented show success when delivering quality reading instruction. So many new teachers have joined The Suwannee Elementary School who are unaware of these research based strategies.

Action Step 1 5

Contact a previous FRI trainer to train The Suwannee Elementary School staff.

Person Responsible

Deidre McManaway

Schedule

Semiannually, from 12/3/2014 to 2/4/2015

Evidence of Completion

Observe in lessons and lesson plans the FRI strategies presented;

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The principal and/or assistant principal will join with teachers monthly for review.

Person Responsible

Deidre McManaway

Schedule

Monthly, from 10/16/2014 to 4/23/2015

Evidence of Completion

RtI/MTSS lesson plans showing reading strategies and upward trends in intervention data.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The principal and/or assistant principal will join with teachers monthly for review.

Person Responsible

Deidre McManaway

Schedule

Monthly, from 10/16/2014 to 4/23/2015

Evidence of Completion

RtI/MTSS lesson plans showing reading strategies and upward trends in intervention data.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The principal and/or assistant principal will join with teachers monthly for review.

Person Responsible

Deidre McManaway

Schedule

Monthly, from 10/16/2014 to 4/23/2015

Evidence of Completion

Trends in intervention data should increase to proficiency per student. Students groups should be fluid throughout the year based upon growth.

G3. Increase the number of ELL students in grades 2 and 3 achieving proficiency in ELA/Reading on The District Assessment and The Florida State Assessment by grade level, respectively. 1

G042325

G3.B1 Parent involvement; establishing a strong connection between home and school with specific expectations for each ELL student. 2

B103239

G3.B1.S1 Establish a parent workshop for parents of ELL students. Provide an interpreter along with food and productive information for parents to foster learning at home as an extension of school lessons.

4

S138035

Strategy Rationale

The idea is to make a home-school connection with parents of ELL students giving them a reason to be invested in coming to the parent workshops by leaving the school building with something productive to enhance forward learning for the ELL students.

Action Step 1 5

Parent workshops for grades 2 and 3 ELL students (four throughout the year).

Person Responsible

Deidre McManaway

Schedule

Quarterly, from 10/28/2014 to 5/5/2015

Evidence of Completion

Signatures of parents who attend the parent workshops

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Person Responsible


Schedule

Evidence of Completion

G3.B2 Conflicts in scheduling occur with consideration to personnel supports in relationship to the number of ELL students 2

 B103240

G3.B2.S1 Schedule identified ELL students with teachers who have ESOL certification on the same team for activities and planning. 4

 S138057

Strategy Rationale

With the multitude of ELL students, placing them on the same team with highly qualified ESOL teachers increases the time spent with personnel providing support. The more students who have been identified ELL in the same location to receive services without making the entire class an ELL class is productive for all students involved.

Action Step 1 5

The scheduling team will identify and schedule all ELL students on the same team with ESOL certified teachers.

Person Responsible

Deidre McManaway

Schedule

On 8/1/2014

Evidence of Completion

FOCUS master schedule should show placement of ELL students with ESOL teachers on the same activity team.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

The scheduling team shall review placement and crosscheck all ELL students along with any new students enrolled after placement in FOCUS to maximize ELL services within the ELL classroom.

Person Responsible

Laura Williams

Schedule

Weekly, from 8/1/2014 to 6/1/2015

Evidence of Completion

A FOCUS report of ELL students' placement.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

A weekly examination of the FOCUS report should guarantee ELL students' placement.

Person Responsible

Laura Williams

Schedule

On 6/5/2015

Evidence of Completion

A FOCUS report of ELL students' placement.

G4. Improve attendance in grades 2nd and 3rd. 1

G042326

G4.B1 Education of parents on the understanding of compulsory attendance law and that "all day every day" is critical. 2

B103241

G4.B1.S1 Parent awareness with SST attendance meetings, calls, letters, parent nights, and notes available regarding attendance at the office front counter. 4

S138058

Strategy Rationale

The intent is to inundate parents with an awareness that students **MUST** be in school all day everyday in order to find success.

Action Step 1 5

Schedule SST attendance meetings, calls, letters, parent nights, and notes available regarding attendance at the office front counter.

Person Responsible

Deidre McManaway

Schedule

Quarterly, from 10/14/2014 to 5/8/2015

Evidence of Completion

Attendance report on FOCUS should show a decrease in the number of students who have less than 90% attendance.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

The SST school level attendance team will meet quarterly to monitor and correct attendance.

Person Responsible

Deidre McManaway

Schedule

Quarterly, from 10/14/2014 to 5/8/2015

Evidence of Completion

Attendance report on FOCUS should show a decrease in the number of students who have less than 90% attendance.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Trends in quarterly data

Person Responsible

Deidre McManaway

Schedule

Quarterly, from 10/14/2014 to 5/8/2015

Evidence of Completion

Attendance report on FOCUS should show a decrease in the number of students who have less than 90% attendance.

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
G2.B1.S1.A1	Teachers will gather strategies and methods found successful to accelerate learning in students' reading proficiency meeting a minimum of once per month.	McManaway, Deidre	10/16/2014	The principal will receive from the teachers the RtI/MTSS reading intervention forms. The forms display quantitative data that monitors each student served within the tiered groups. The teachers will also provide strategies used to make connections between this specific intervention and The Florida Standards per grade level using their Data Day Review form for discussion.	4/23/2015 monthly
G3.B1.S1.A1	Parent workshops for grades 2 and 3 ELL students (four throughout the year).	McManaway, Deidre	10/28/2014	Signatures of parents who attend the parent workshops	5/5/2015 quarterly
G2.B2.S1.A1	Guided professional development in differentiated instruction will be provided for teachers.	McManaway, Deidre	11/5/2014	Teachers will provide differentiated instruction strategies in their lessons with students and document them in weekly lesson plans.	11/5/2014 annually
G2.B3.S1.A1	Contact a previous FRI trainer to train The Suwannee Elementary School staff.	McManaway, Deidre	12/3/2014	Observe in lessons and lesson plans the FRI strategies presented;	2/4/2015 semiannually
G4.B1.S1.A1	Schedule SST attendance meetings, calls, letters, parent nights, and notes available regarding attendance at the office front counter.	McManaway, Deidre	10/14/2014	Attendance report on FOCUS should show a decrease in the number of students who have less than 90% attendance.	5/8/2015 quarterly
G3.B2.S1.A1	The scheduling team will identify and schedule all ELL students on the same team with ESOL certified teachers.	McManaway, Deidre	7/21/2014	FOCUS master schedule should show placement of ELL students with ESOL teachers on the same activity team.	8/1/2014 one-time
G1.B1.S1.A1	Teachers will gather strategies and methods found successful to accelerate learning in students' math proficiency, meeting a minimum of once per month.	Williams, Laura	10/27/2014	The principal will receive from the teachers the RtI/MTSS reading intervention forms. The forms display quantitative data that monitors each student served within the tiered groups. The teachers will also provide strategies used to make connections between this specific intervention and The Florida Standards per grade level using their Data Day Review form for discussion.	4/23/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Guided professional development in differentiated instruction utilizing Accelerated Math will be provided for teachers.	Williams, Laura	9/2/2014	Teachers will provide differentiated instruction strategies in their lessons and document them in weekly lesson plans.	9/4/2014 one-time
G1.B3.S1.A1	Monthly Professional Learning Communities	Williams, Laura	12/2/2014	Teachers will be able to evaluate data in Performance Matters as well as classroom assessments to determine growth of students with Engage New York Mathematics.	12/4/2014 one-time
G2.B1.S1.A2	Teachers will review data from regular assessments to differentiate instruction for students.	Williams, Laura	8/19/2014	Teachers will use the forms created by Sandy Brusca during some differentiated instruction training in 2013-2014. While teachers may use the form for EVERY assessment, collection of a sample will be collected once a month.	6/5/2015 monthly
G1.B2.S1.A2	Guided professional development in differentiated instruction utilizing Accelerated Math will be provided for new teachers	Williams, Laura	9/11/2014	Teachers will provide differentiated instruction strategies in their lessons with students and document them in weekly lesson plans.	9/11/2014 one-time
G1.MA1	District Progress Monitoring Assessments for Mathematics	Williams, Laura	10/27/2014	Improvement on results for The District Progress Monitoring Assessment in Mathematics	5/1/2015 quarterly
G1.MA2	The Florida Standards Assessment for Math Mathematics	Williams, Laura	4/6/2015	Marked increase on the state standards assessment.	4/6/2015 one-time
G1.B1.S1.MA1	Data Review Days	Williams, Laura	10/27/2014	RtI/MTSS data sheets should show trends of increased proficiency per differentiated groups within direct correlation to proficiency of The Florida Standards per grade level.	4/23/2015 one-time
G1.B1.S1.MA1	Teachers will join together once a month in their PLCs facilitated by the Leadership Team.	Williams, Laura	10/27/2014	Monthly RtI/MTSS plans and Data Day Review Sheets	4/23/2015 one-time
G1.B2.S1.MA1	Data Review Days	Williams, Laura	9/16/2014	RtI/MTSS data sheets should show trends of increased proficiency per differentiated groups within direct correlation to proficiency of The Florida Standards per grade level.	5/21/2015 one-time
G1.B2.S1.MA1	Data review Days	Williams, Laura	9/16/2014	RtI/MTSS lesson plans showing mathematics strategies and upward trends in intervention data.	5/21/2015 monthly
G1.B3.S1.MA1	A review of District Assessments and The Florida State Assessment should show growth in mathematics.	Williams, Laura	10/27/2014	District Assessments and The Florida State Assessment data (growth in mathematics).	5/29/2015 quarterly
G1.B3.S1.MA1	Administration from the school and district will visit classrooms regularly to ensure quality instruction in mathematics using the core curriculum and Engage New York Mathematics	McManaway, Deidre	9/1/2014	Notes from administration should reflect good use of strategies of higher level thinking with Engage New York Mathematics along with student data in mathematics.	5/29/2015 annually
G2.MA1	District Progress Monitoring Assessments for Reading	McManaway, Deidre	10/20/2014	Improvement on results for The District Progress Monitoring Assessment in Reading.	5/29/2015 quarterly
G2.MA2	The Florida State Assessment for Reading	McManaway, Deidre	4/6/2015	Marked increase of students proficient on The Florida State Assessment in Reading results.	4/6/2015 one-time
G2.B1.S1.MA1	Teachers will monitor the progress of students within simultaneous Tier 1 and 2 instruction.	McManaway, Deidre	9/15/2014	Teachers will turn in RtI/MTSS forms as well as documentation in FOCUS gradebook for Florida Standards per grade level. Data trends on both pieces of evidence provided should show whether instruction is effective or not.	5/8/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Teachers will join together once a month in their PLCs facilitated by the Leadership Team.	McManaway, Deidre	10/16/2014	Teachers will discuss in PLCs and turn in 1) RtI/MTSS forms 2) Data Day Review forms and 3) a sample of the differentiated instruction form.	4/23/2015 monthly
G2.B2.S1.MA1	Data Review Days	McManaway, Deidre	10/16/2014	RtI/MTSS data sheets should show trends of increased proficiency per differentiated groups within direct correlation to proficiency of The Florida Standards per grade level.	4/23/2015 monthly
G2.B2.S1.MA1	Data Day Reviews	McManaway, Deidre	10/16/2014	Biweekly RtI/MTSS plans and Data Day Review Sheets	4/23/2015 monthly
G2.B2.S1.MA1	PLCs and Data Reviews	McManaway, Deidre	10/16/2014	Biweekly RtI/MTSS plans and Data Day Review Sheets	4/23/2015 monthly
G2.B3.S1.MA1	The principal and/or assistant principal will join with teachers monthly for review.	McManaway, Deidre	10/16/2014	Trends in intervention data should increase to proficiency per student. Students groups should be fluid throughout the year based upon growth.	4/23/2015 monthly
G2.B3.S1.MA1	The principal and/or assistant principal will join with teachers monthly for review.	McManaway, Deidre	10/16/2014	RtI/MTSS lesson plans showing reading strategies and upward trends in intervention data.	4/23/2015 monthly
G2.B3.S1.MA1	The principal and/or assistant principal will join with teachers monthly for review.	McManaway, Deidre	10/16/2014	RtI/MTSS lesson plans showing reading strategies and upward trends in intervention data.	4/23/2015 monthly
G3.MA1	Maintain or increase in the number of parent signatures/participation in parent workshops each quarter.	Williams, Laura	10/28/2014	Parent sign-in sheets will be collected and monitored along with surveys in English and Spanish to determine productivity through feedback.	5/5/2015 quarterly
G3.B1.S1.MA1	[no content entered]			one-time	
G3.B1.S1.MA1	[no content entered]			one-time	
G3.B2.S1.MA1	A weekly examination of the FOCUS report should guarantee ELL students' placement.	Williams, Laura	8/29/2014	A FOCUS report of ELL students' placement.	6/5/2015 one-time
G3.B2.S1.MA1	The scheduling team shall review placement and crosscheck all ELL students along with any new students enrolled after placement in FOCUS to maximize ELL services within the ELL classroom.	Williams, Laura	8/1/2014	A FOCUS report of ELL students' placement.	6/1/2015 weekly
G4.MA1	Monthly administration meetings to track attendance	McManaway, Deidre	10/14/2014	Attendance Reports, parents conference documentation from SST attendance meetings	5/8/2015 monthly
G4.B1.S1.MA1	Trends in quarterly data	McManaway, Deidre	10/14/2014	Attendance report on FOCUS should show a decrease in the number of students who have less than 90% attendance.	5/8/2015 quarterly
G4.B1.S1.MA1	The SST school level attendance team will meet quarterly to monitor and correct attendance.	McManaway, Deidre	10/14/2014	Attendance report on FOCUS should show a decrease in the number of students who have less than 90% attendance.	5/8/2015 quarterly

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. Increase the number of students in grades 2 and 3 scoring proficient in mathematics on the District Assessments and The Florida State Assessment by providing specific math interventions and rigorous math instruction.

G1.B1 Teacher's knowledge of accelerating learning while presenting grade level Florida standards simultaneously via differentiated instruction.

G1.B1.S1 Leadership will facilitate Professional Learning Communities for teachers to gather and share teaching methods that utilize closing the gap in foundational math skills as well as maintaining effective instruction of The Florida Standards in grades 2 and 3.

PD Opportunity 1

Teachers will gather strategies and methods found successful to accelerate learning in students' math proficiency, meeting a minimum of once per month.

Facilitator

Principal and Assistant Principal, Instructional Coach

Participants

general education teachers, ESE Support facilitators, guidance counselor

Schedule

Monthly, from 10/27/2014 to 4/23/2015

G1.B2 Significant professional development in differentiated instruction utilizing Accelerate Math for all teachers at The Suwannee Elementary School.

G1.B2.S1 Provide Accelerated Math professional development opportunities for all teachers so that teachers understand how to utilize Accelerated Math as a tool for differentiating mathematics instruction in their classrooms.

PD Opportunity 1

Guided professional development in differentiated instruction utilizing Accelerated Math will be provided for teachers.

Facilitator

Principal and Assistant Principal, Instructional Coach

Participants

general education teachers, ESE support facilitators, guidance counselor

Schedule

On 9/4/2014

PD Opportunity 2

Guided professional development in differentiated instruction utilizing Accelerated Math will be provided for new teachers

Facilitator

District Math Coach

Participants

general education teachers who are new to The Suwannee Elementary School

Schedule

On 9/11/2014

G2. Increase the number of students in grades 2 and 3 scoring proficient in reading on the District Assessment and Florida State Assessment by providing specific foundational interventions in the six areas of reading. The intervention includes improvement in any area with a marked deficit monitored by the Response to Instruction/ Multi-Tiered System of Supports (RtI/MTSS) process in one of the following: Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, and/or Comprehension.

G2.B1 Teacher's knowledge of accelerating learning while presenting grade level Florida standards simultaneously via differentiated instruction.

G2.B1.S1 Leadership will facilitate Professional Learning Communities for teachers to gather and share teaching methods that utilize closing the gap in foundational skills as well as maintaining effective instruction of The Florida Standards in grades 2 and 3.

PD Opportunity 1

Teachers will gather strategies and methods found successful to accelerate learning in students' reading proficiency meeting a minimum of once per month.

Facilitator

principal and assistant principal

Participants

general education teachers, ESE Support facilitators, guidance counselor, instructional coach, and reading resource teacher

Schedule

Monthly, from 10/16/2014 to 4/23/2015

PD Opportunity 2

Teachers will review data from regular assessments to differentiate instruction for students.

Facilitator

principal and assistant principal

Participants

general education teachers, instructional coach

Schedule

Monthly, from 8/19/2014 to 6/5/2015

G2.B2 Significant professional development in differentiated instruction for all teachers at The Suwannee Elementary School

G2.B2.S1 Provide differentiated instruction professional development not only for new teachers but as a follow up for previous year teachers.

PD Opportunity 1

Guided professional development in differentiated instruction will be provided for teachers.

Facilitator

District TSCs and/or members of the DA team for our region

Participants

general education teachers; reading resource teacher; instructional coach; ESE support facilitators

Schedule

Annually, from 11/5/2014 to 11/5/2014

G2.B3 Knowledge and implementation by teachers of the strategies from Reading First and the Florida Reading Initiative. While these programs are not fully funded on the state level as in previous years, the strategies presented show success when delivering quality reading instruction.

G2.B3.S1 Schedule a previous FRI or Reading First Trainer to join The Suwannee Elementary School staff for FRI and/or Reading First strategy presentation.

PD Opportunity 1

Contact a previous FRI trainer to train The Suwannee Elementary School staff.

Facilitator

principal and former FRI trainer

Participants

general education teachers

Schedule

Semiannually, from 12/3/2014 to 2/4/2015

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