

SUWANNEE COUNTY SCHOOL BOARD
WORKSHOP SESSION
September 6, 2016

AGENDA

- 1:00 p.m. Call to Order/Welcome/Pledge..... Ed daSilva, Chairman
- 1:02 p.m. Lice Guidelines/Procedures Ted Roush
- 2:00 p.m. CDL Training.....Chris Landrum/Ted Roush
- 2:30 p.m. Policy Updates (**pgs. 2-9**)Dr. Bill Brothers
- 3:00 p.m. Annual Financial Report..... Vickie DePratter
- 3:15 p.m. Digital Classroom PlanJanene Fitzpatrick
SIG Grant
Progress Monitoring Calendar (**pgs. 10-19**)
- 3:45 p.m. Strategic Plan (**pgs. 20-44**)Janene Fitzpatrick
- 4:45 p.m. Adjourn

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

GRADE FORGIVENESS

4.019

The purpose of the forgiveness policy is to assist students in meeting graduation requirements including a minimum grade point average and successful completion of academic and credit requirements.

I. Required Courses

A grade of D or F or an equivalent of a grade of D or F in a required course may be replaced with a grade of C or higher or an equivalent of a grade of C or higher earned subsequently in the same or a comparable course.

II. Elective Courses

A grade of D or F or an equivalent of a grade of D or F in an elective course may be replaced with a grade of C or higher or an equivalent of a grade of C or higher earned subsequently in another course.

III. Middle Grades Students

A student in the middle grades who takes a high school course for high school credit and earns a grade of C, D, or F or an equivalent of a C, D, or F may replace the grade with a grade of C or higher or an equivalent of a grade of C or higher earned subsequently in the same or comparable course.

IV. Grade Point Average

Only the new grade shall be used in calculating the student's grade point average. A course grade that is not replaced according to the forgiveness policy will be used in the calculation of the grade point average.

V. Student Records

All courses and grades must be included on the student's transcript. The forgiveness provision does not give the authority to delete the forgiven course and grade from the student's record.

VI. Notification

Students shall be notified of the grade forgiveness provisions and the procedure for replacing eligible grades.

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STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

**LAW(S) IMPLEMENTED: 1001.43, 1003.4156, 1003.4281, 1003.4282,
1003.437, 1003.49, 1008.25, F.S.**

STATE BOARD OF EDUCATION RULE(S): 6A-1.0955

HISTORY: ADOPTED: REVISION DATE(S):

FORMERLY: NEW

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

ATHLETICS

4.09

POLICY:

- I. Athletic programs shall be under the control of the school principal.
- II. All District high schools shall be members of the Florida High School Athletic Association, Inc. (FHSAA) and shall be governed by the rules and regulations adopted by FHSAA. Students who participate in athletics shall meet eligibility requirements established by FHSAA and the School Board which are consistent with Florida Statutes.
- III. Students practicing or participating in any type of interscholastic athletics shall be required to have student accident insurance which is available to the parent(s) or legal guardian(s) through the School Board. The principal shall be responsible for maintaining an accurate roster of all student athletes and for assuring that no student athlete will practice or participate who is not properly covered. The portion of the premium to be paid by the student athlete will be the same for all sports, with the balance of the premium being equally shared between the athletic department of the school and the School Board.
- IV. No student shall engage in practice or participate in any interscholastic game without the written permission of the student's parent(s) or legal guardian being on file.
- V. No student shall be a candidate for an athletic team or a participant in athletic competition without filing an informed consent signed by his/her parent(s). The consent must explain the nature and risk of concussion and head injury as required by law. The consent must be filed annually prior to participating in any physical activity related to athletic competition or candidacy for an athletic team.
- VI. A student athlete who is suspected of sustaining a concussion or head injury in a practice or competition shall be removed from play immediately. The athlete may not return to play without a clearance from appropriate medical personnel.

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

- VII. Pursuant to Section 768.135, Florida Statutes, licensed medical personnel who act as volunteers for school events and agree to render emergency care or treatment shall be immune from civil liability for treatment of a participant in any school-sponsored athletic event, provided such treatment was rendered in accordance with acceptable standards of practice and was not objected to by the participant.
- VIII. An automatic external defibrillator (AED) will be available for use, if needed, at every preseason and regular season interscholastic contest and at every FHSAA state championship series contest. Staff will be trained to use such equipment.
- IX. All students shall be subject to all School Board Rules and to the Codes of Student Conduct while attending athletic events and practices.

STATUTORY AUTHORITY:

1001.41; 1001.42, F.S.

LAWS IMPLEMENTED: 768.135; 943.0438, 1001.43; 1002.20, 1002.31,
1006.07; 1006.15;
1006.16; 1006.20, F.S.

History:

Adopted:

Revision Date(s): 10/23/12.

Formerly: IGD, JHA

CHAPTER 5.00: STUDENTS

CORPORAL PUNISHMENT

5.1001

I. Definition

"Corporal punishment" means the moderate use of physical force or physical contact by a teacher or principal as may be necessary to maintain discipline or to enforce school rule. However, the term "corporal punishment" does not include the use of such reasonable force by a teacher or principal as may be necessary for self-protection or to protect other students from disruptive students.

II. Procedures

In accordance with s.1003.32, it is the policy of Suwannee County School Board that if the use of corporal punishment is deemed necessary, the following procedures will be followed:

- A. The use of corporal punishment shall be approved in principle by the principal before it is used, but approval is not necessary for each specific instance in which it is used. The types of punishable offenses for which it is used are listed in the District approved Student Code of Conduct. The principal will designate specific personnel on the school staff authorized to administer corporal punishment.
- B. A principal or his/her designee may administer corporal punishment only in the presence of another certificated school representative who is informed beforehand, and in the student's presence, of the reason for the punishment.
- C. A principal or his/her designee who has administered corporal punishment shall provide the student's parent with a written explanation of the reason for the punishment and the name of the other adult who was present.

STATUTORY AUTHORITY:

1003.32, F.S.

HISTORY: Public Testimony 7/9/09; 8/25/09, 1/28/2014

ADOPTED: 9/22/09

REVISION DATE(S): 3/22/11

FORMERLY: NEW

CHAPTER 6.00 – PERSONNEL

TEACHING OUT OF FIELD

6.131

POLICY:

Employment of Out-of-Field Teachers: The employment or assignment of out-of-field teachers may occur when a qualified and appropriately certificated teacher is unavailable. Any teacher who is employed or assigned out-of-field shall be required to satisfy the course credit requirement in State Board of Education Rule 6A-1.0503, if he or she is appointed in a subsequent school year(s). The deadline for earning the six (6) semester hours of college credit or the equivalent in the appropriate field shall be within one calendar year of the initial appointment to the out-of-field assignment, ~~and any subsequent school year(s) of the out-of-field teaching assignment.~~

~~I. Subject Area Expertise: A teacher may receive in-field designation by several means or a combination of means including, but not limited to:~~

- ~~A. Presenting a passing score on a subject area test;~~
- ~~B. Demonstration of subject area competencies as established by the national subject professional organization;~~
- ~~C. Demonstration of current subject area competencies as identified by the Department for the certification subject area tests (some areas will be revised beginning July 1, 2002);~~
- ~~D. Demonstration of the appropriate Subject Matter Content Standards for Teachers developed by the Educational Standards Commission and approved by the State Board of Education in the areas of Art, Elementary Education, English Language Arts, Foreign Languages, Health, Mathematics, Music, Physical Education, Sciences, or Social Studies;~~
- ~~E. Past successful experiences in the field; and~~

CHAPTER 6.00 – PERSONNEL

- ~~F. Systematic observations and favorable evaluations of classroom instruction by supervisor(s) and other educators with expertise in the subject area.~~
- III. ~~In addition to any one of II, A-F, an adjunct teacher may demonstrate expertise in a subject area if applicant has a minor in the subject area.~~
- IV. Reporting: Each principal shall report to the Superintendent any teacher who is assigned to teach a subject or subjects for which he/she is not properly certificated. Such reports shall be filed at the beginning of each school year, or if when changes occur thereafter, and shall include the following information: teacher's name, the certificate area(s) on the Florida Educator's Certificate, the out-of-field assignment and the justification. The School Board minutes shall reflect such approvals.
- V. The District shall report out-of-field teachers on the District website within thirty (30) days before the beginning of each semester.
- VI. ~~The Superintendent shall recommend and the Board shall adopt a plan to assist such teacher.~~
- VI. Recommendations will be given to a teacher to assist in meeting in-field certification requirements.

STATUTORY AUTHORITY:

1001.41; 1012.22; 1012.23, F.S.

LAWS IMPLEMENTED:

1001.43; 1012.42; 1012.55, 1012.57, F.S.

History:

Adopted:

Revision Date(s): 12/14/99, 11/20/01, 6/22/10

CHAPTER 6.00 – PERSONNEL

CONFLICT OF INTEREST IN PURCHASING

6.401

- I. No employee of the District shall on behalf of the District either directly or indirectly purchase, rent, or lease any realty, goods, or services from any business entity of which the employee or the employee's spouse or child has a material interest. No business in which an employee holds ownership or material interest shall provide either directly or indirectly purchase, rent, or lease any realty, goods, or services to the District, subject to Florida Statutes and provisions herein.
- II. This policy is not intended to prohibit the School Board from authorizing purchases or other related activities from or with a business or individual related to an employee who provides an acceptable bid or quote for such services or goods and, when all other conditions are equal or comparable. This policy does not prohibit reimbursements to employees for purchases made in connection with their employment.
- III. Any employee who is found to have violated the provisions of this policy shall be subject to the provisions of policy 6.30.

STATUTORY AUTHORITY: 1001.41, 1012.22, 1012.23, F.S.

LAW(S) IMPLEMENTED: 112.313, 1001.43, F.S.

STATE BOARD OF EDUCATION RULE(S): ~~6B-1.006(5)~~ 6A-10.081

HISTORY:

ADOPTED: 10/26/10
REVISION DATE(S):
FORMERLY: NEW

Suwannee County 2016–2017 Uniform Statewide Assessment Calendar

According to Section 1008.22(7)(c), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C.), each school district must complete this uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the department by October 1 of each school year, beginning in 2016–17. Districts must provide completed calendars to schools and include the calendar in their parent guides. In addition, each school must publish the completed calendar on its website.

The statewide assessment information in sections 3 and 4 should not be altered; however, districts may otherwise modify and populate this template to accurately indicate their assessment schedules for the school year.

1. Glossary of Assessment Terms

The following glossary includes definitions of assessment terms and explanations of acronyms used throughout this template. Districts may add rows as needed for additional glossary terms that are specific to district-required assessments. Do not modify any other information in this section.

Acronym/Term	Definition
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELLs)
Accommodation	Per Rule 6A-1.0943, F.A.C., "Accommodations are defined as adjustments to the presentation of the statewide standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide standardized assessment to include amount of time for administration, settings for administration of a statewide standardized assessment, and the use of assistive technology or devices to facilitate the student's participation in a statewide standardized assessment."
CBT	Computer-Based Test
Diagnostic	Assessments that measure students' understanding of a subject area or skills base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need
District Window	The selected dates within the statewide window during which a district will administer a given assessment
District-Required Assessments	Assessments required by the school district for students in a specific grade or course.
ELA	English Language Arts
EOC	End-of-Course
Evaluative	Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare state-level results.
FAIR	Florida Assessments for Instruction in Reading
FLKRS	Florida Kindergarten Readiness Screener
Formative	Formative assessments are the formal and informal ways that teachers and students gather and respond to evidence of student learning. Formative assessments are part of teaching in the classroom. Formative assessments will not result in a score that will appear on a student's report card, but they serve the greater purpose of informing both students and teachers on what changes need to happen in classroom instruction to better serve the needs of individual students.
FSA	Florida Standards Assessments
FSAA	Florida Standards Alternate Assessment

Rule 6A-1.094224, F.A.C.

Form ARM 001

Effective July 2016

Updated August 23, 2016



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

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Acronym/Term	Definition
Interim	Assessments administered on a smaller scale (i.e., school or district) with results that can be used at the classroom level or aggregated at the school- or district-level. Depending on the design, interim assessments can be used to predict a student's ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps.
NAEP	National Assessment of Educational Progress
NGSSS	Next Generation Sunshine State Standards
PBT	Paper-Based Test
Progress Monitoring	Process used to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
Summative	Assessments that evaluate student mastery of Florida's academic standards at or near the conclusion of the course of instruction
Statewide, Standardized Assessments	All assessments required by <u>s. 1008.22</u> , Florida Statutes (F.S.)
Statewide Window	The range of dates during which districts and/or schools may choose to administer a given assessment
Testing Time	The amount of time individual students are each given to respond to test items on each test

2. Test, Type, and Purpose/Use

Add rows as needed to define district-required tests, test type, and their purpose/use in your district. If additional types are added, define applicable types in the glossary. Do not modify any other information in this section.

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
ACCESS for ELLs 2.0	Diagnostic	Measure English language acquisition of ELLs	s. 1003.56, F.S.
Alternate ACCESS for ELLs	Diagnostic	Measure English language acquisition of ELLs with significant cognitive disabilities	Rule 6A-6.0902, F.A.C. Rule 6A-6.0903, F.A.C. Rule 6A-6.09021, F.A.C.
FAIR	Diagnostic/Progress Monitoring	Provides general estimate of students' reading ability/monitors students' progress toward meeting grade-level skills in reading	s. 1008.25(4), F.S.
FLKRS	Diagnostic/Progress Monitoring	Determine readiness for kindergarten	s. 1002.69(1), F.S. Rule 6M-8.601, F.A.C.

2016–2017 Uniform Statewide Assessment Calendar

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
FSA	Summative	Purpose: Measure student achievement of Florida's academic standards (Florida Standards, Next Generation Sunshine State Standards) Required uses: third grade retention; remedial instruction; high school standard diploma; EOC assessments as 30% of course grade; school grades; school improvement rating; district grades; differentiated accountability; teacher evaluation; scholar designation; federal reporting; Credit Acceleration Program (CAP), school improvement plans; school, district, state, and federal reporting	s. 1008.22, F.S.
FSAA	Summative		Rule 1.09422, F.A.C.
NGSSS EOC Assessments	Summative		Rule 1.0943, F.A.C.
Statewide Science Assessment	Summative		Rule 1.09432, F.A.C. Rule 1.094223, F.A.C. s. 1008.25, F.S. Rule 6A-1.094221, F.A.C. Rule 6A-1.094222, F.A.C. s. 1003.4156, F.S. s. 1003.4282, F.S. s. 1008.34, F.S. Rule 6A-1.09981, F.A.C. s. 1008.341, F.S. Rule 6A-1.099822, F.A.C. s. 1008.33, F.S. Rule 6A-1.099811, F.A.C. s. 1012.34, F.S. s. 1002.38, F.S.
NAEP	Evaluative	Measure student performance for comparison among state and national populations over time	s. 1008.22, F.S.
PreACT	Summative	Inform course placement	s. 1007.35, F.S.
PSAT/NMSQT	Summative	Inform course placement	s. 1007.35, F.S.

3. Required Statewide Assessments

The following assessments are required for students as indicated in the Students to Be Tested column.

Populate the **District Window** column for each assessment in the table below. Do not modify any other information in this section. When calculating total test time in Section 6, do not include times for assessments indicated by grey rows, which indicate duplicate assessment windows (e.g., EOCs), assessments that take the place of another assessment, or assessments that do not have a specified testing time.

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FLKRS	Kindergarten	August–October, 2016	August 16–September 28, 2016	PBT	N/A – Classroom Observation During Instruction	One week after the final date of instruction

2016–2017 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSA—Datafolio	Students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations	September 2016, November 2016, and February 2017	September 2016, November 2016, and February 2017	PBT/CBT ¹ (based on IEP)	Varies/Untimed	June 2017
FSA Algebra 1, Geometry, and Algebra 2 EOC assessments	Students enrolled in associated courses	September 12–23, 2016	September 12–23, 2016	CBT ¹	180 minutes ²	October 2016
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	September 12–23, 2016	September 12–23, 2016	CBT ¹	160 minutes ³	October 2016
FSA Algebra 1, Geometry, and Algebra 2 EOC assessments	Students enrolled in associated courses	November 28–December 16, 2016	November 28–December 16, 2016	CBT ¹	180 minutes ²	January 2017
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	November 28–December 16, 2016	November 28–December 16, 2016	CBT ¹	160 minutes ³	January 2017
FSA ELA – Writing	Grades 4–7	February 27–March 3, 2017	February 27–March 3, 2017	PBT	120 minutes	June 2017
FSA ELA – Writing	Grades 8–10	February 27–March 10, 2017	February 27–March 3, 2017	CBT ¹	120 minutes	June 2017
FSA—Performance Task	Students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations	February 27–April 28, 2017	February 27–April 28, 2017	PBT/CBT ¹ (based on IEP)	Varies/Untimed	June 2017
FSA ELA – Reading	Grade 3	March 27–April 7, 2017	March 27–April 7, 2017	PBT	160 minutes	May 2017

2016–2017 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSA ELA – Reading	Grades 4–10	April 10–May 12, 2017	April 10–May 12, 2017	CBT ¹	Grades 4–5 Reading: 160 minutes Grades 6–8 Reading: 170 minutes Grades 9–10 Reading: 180 minutes	June 2017
FSA Mathematics	Grades 3–8	April 10–May 12, 2017	April 10–May 12, 2017	CBT ¹	Grades 3–5 Mathematics: 160 Minutes Grades 6–8 Mathematics: 180 minutes	June 2017
FSA Algebra 1, Geometry, and Algebra 2 EOC assessments	Students enrolled in associated courses	April 17–May 12, 2017	April 17–May 12, 2017	CBT ¹	180 minutes ²	June 2017
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	April 17–May 19, 2017	April 17–May 19, 2017	CBT ¹	160 minutes ³	June 2017
NGSSS Statewide Science Assessment	Grades 5 and 8	May 1–5, 2017	May 1–5, 2017	PBT	160 minutes	May 2017
FSA Algebra 1, Geometry, and Algebra 2 EOC assessments	Students enrolled in associated courses	July 10–21, 2017	July 10–21, 2017	CBT ¹	180 minutes ²	August 2017
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	July 10–21, 2017	July 10–21, 2017	CBT ¹	160 minutes ³	August 2017

¹ Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

² Any student taking an FSA EOC assessment who has not completed the session by the end of the allotted time may continue working up to half the length of a typical school day.

³ Any student taking an NGSSS EOC assessment who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

2016–2017 Uniform Statewide Assessment Calendar

4. Statewide Assessments for SELECT Students

The following assessments are only intended for selected students/students in certain sub-groups. Populate the **District Window** column for the assessments in the table below. If an assessment is not being administered in your district, indicate "N/A" in the District Window column. Do not modify any other information in this section.

Because the tests included in this section are not administered to all students or, in some cases, are optional for students, the testing time for these tests should not be included in the total testing time calculated in Section 6.

Assessment	Applicable Students ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAIR	Grades 3–12	Assessment Period (AP) 1: First day of school– November 4, 2016	N/A	CBT ¹	45 minutes	1 week after
NGSSS Algebra 1 Retake EOC		September 12–23, 2016	September 12–23, 2016	CBT ¹	160 minutes ³	October 2016
PreACT	Grade 10	September–December 2016	September–December 2016	PBT	150 minutes	Approximately 2 weeks after testing
FCAT 2.0 Reading Retake		October 10–21, 2016	October 10–20, 2016	CBT ¹	Up to a typical school day	November 2016
ELA Grade 10 Retake – Writing		October 10–21, 2016	October 10–20, 2016	CBT ¹	120 minutes ²	January 2017
ELA Grade 10 Retake – Reading		October 10–28, 2016	October 10–28, 2016	CBT ¹	180 minutes ²	January 2017
PSAT/NMSQT	Grade 10	October 15 and 19, 2016	N/A	PBT	165 minutes	January 2017
FAIR	Grades 3–12	AP 2: November 7, 2016 – February 10, 2017	N/A	CBT ¹	45 minutes	1 week after
PSAT/NMSQT	Grade 10	November 2, 2016	N/A	PBT	165 minutes	January 2017
NGSSS Algebra 1 Retake EOC		November 28– December 16, 2016	November 28– December 16, 2016	CBT ¹	160 minutes ³	January 2017
ACCESS for ELLs 2.0	Grades K–12 currently classified as ELL with "LY" code	January 30–March 24, 2017	January 30–March 24, 2017	PBT	Kindergarten: 45 minutes Grades 1–12: 105–245 minutes (varies by grade-level/tier)	May 2017



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Assessment	Applicable Students ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
Alternate ACCESS for ELLs	Grades 1–12 with significant cognitive disabilities and currently classified as ELL with “LY” code	January 30–March 24, 2017	January 30–March 24, 2017	PBT	80 minutes	May 2017
NAEP	Grades 4 and 8 Reading, Mathematics, Writing, Civics, Geography, U.S. History	January 30–March 10, 2017	February 16, 2017	PBT and CBT ¹	90 minutes	Statewide results provided Fall 2017
FAIR	Grades 3–12	AP 3: February 13–June 9, 2017	N/A	CBT ¹	45 minutes	1 week after
ELA Grade 10 Retake – Writing		February 27–March 10, 2017	February 27–March 10, 2017	CBT ¹	120 minutes ²	June 2017
ELA Grade 10 Retake – Reading		March 27–April 7, 2017	March 27–April 7, 2017	CBT ¹	180 minutes ²	June 2017
FSA Algebra 1 Retake EOC ⁵		March 27–April 7, 2017	March 27–April 7, 2017	CBT ¹	180 minutes ²	June 2017
NGSSS Algebra 1 Retake EOC		March 27–April 7, 2017	March 27–April 7, 2017	CBT ¹	160 minutes ³	June 2017
FCAT 2.0 Reading Retake		March 27–April 7, 2017	March 27–April 7, 2017	CBT ¹	Up to a typical school day	May 2017
NGSSS Algebra 1 Retake EOC		July 10–21, 2017	March 27–April 7, 2017	CBT ¹	160 minutes ³	August 2017

¹ Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

² Any student taking an FSA ELA Retake or EOC assessment who has not completed the session by the end of the allotted time may continue working up to half the length of a typical school day.

³ Any student taking an NGSSS EOC assessment who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

⁴ If indicated, “applicable students” relates to the sub-group(s) of students who *may* take that assessment; it does not indicate that all students throughout the state in that sub-group will take that assessment. Assessments for which no applicable student group is listed are available to students as needed but are not limited to any specific sub-group.

⁵ The FSA Algebra 1 EOC Assessment is only offered as a separate Retake assessment during the Spring administration; students retaking the FSA Algebra 1 EOC in Fall, Winter, or Summer participate in the regular EOC administration.

2016–2017 Uniform Statewide Assessment Calendar

5. District-Required Assessment Information

Complete the table below with assessments that are required for all schools in your district.

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
I-Ready Reading ELA and Math Diagnostic-excluding math for grade 8 Algebra students	K-8	August 17-September 16, 2016 January 9-February 10, 2017 May 1-June 2, 2017	CBT	120 each; total 360	Guide instruction and predict EOY results
I-Ready Reading Diagnostic	9-10	August 17-September 16, 2016 January 9-February 10, 2017 May 1-June 2, 2017	CBT	60 each; total 180	Guide instruction and predict EOY results
I-Ready Growth	K-1	October 17, 2016. December 5, 2016, March 20, 2017	CBT	45 each; total 135	Guide instruction and predict EOY results
Top Score Writing	Grades 2	May 23, 2017	Paper	60 minutes	Monitor writing
Top Score Writing	Grade 3	January 23, 2017 May 23, 2017	Paper	60 each; total 120 minutes	Monitor writing
Top Score Writing	Grade 4,5	October 24, 2016 December 12, 2016 January 23, 2017	Paper	60 each; total 180 minutes	Monitor writing
Write Score	Grade 6-10	September 13, 2016 November 15, 2016 January 30, 2017	CBT	120 each; total 360 minutes	Monitor writing
Write Score	Select population of ELA retake students in grade 11	September 13, 2016 November 15, 2016 January 30, 2017	CBT	120 each; total 360 minutes	Monitor writing
Science Diagnostic	4,5,8	Gr. 4-5-August 22-24, 2016; January 25-31, 2017 Gr. 8-September 12-13, 2016, January 23-27, 2017	CBT and PBT	45 minutes each; total 90 minutes	Guide Instruction and predict EOY results
Civics EOC Diagnostic	7	September 19-20, 2016, February 2-3, 2017	CBT	45 minutes each; total 90 minutes	Guide Instruction and predict EOY results
Biology EOC Diagnostic	9	September 15-16, 2016 February 6-7, 2017	CBT	45 minutes each; total 90 minutes	Guide Instruction and predict EOY results



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Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
USH EOC Diagnostic	11	September 26-27, 2016, February 8-9, 2017	CBT	45 minutes each; total 90 minutes	Guide Instruction and predict EOY results
Algebra One EOC Diagnostic	8	September 6-9, 2016, January 23-27, 2017	CBT	40 minutes each; total 80 minutes	Guide Instruction and predict EOY results
Algebra Two EOC Diagnostic	10	September 6-9, 2016, January 23-27, 2017	CBT	40 minutes each; total 80 minutes	Guide Instruction and predict EOY results
Geometry EOC Diagnostic	9	September 6-9, 2016, January 23-27, 2017	CBT	40 minutes each; total 80 minutes	Guide Instruction and predict EOY results

6. Estimates of Total Testing Time by Grade Level

Estimates of average time for administering state-required and district-required assessments (listed in Sections 3 and 5 above) by grade level. Subject-based assessments should be included with the grade level to which they are most likely to be administered (e.g., Biology 1 with grade 9).

Grade Level	Statewide Assessments	District Assessments	Approximate Total Testing Time (In Minutes)
K	Classroom observation	495	495
1	0	495	495
2	0	420	420
3	320	480	800
4	440	630	1070
5	600	630	1070
6	470	720	1190
7	630	810	1440
8	630	710	1340
9	640	710	1350
10	480	620	1100
11	340	450	790
12	0	0	0

2016–2017 Uniform Statewide Assessment Calendar



**SUWANNEE COUNTY SCHOOL DISTRICT
STRATEGIC PLAN
2016 - 2020**

DRAFT

~ EXPECT EXCELLENCE ~

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

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

Goal 1: Suwannee County School District will increase the academic achievement of all students.

Quality Instruction

- Provide differentiated instruction to engage and challenge students of diverse backgrounds and abilities.
- Increase use of high-yield academic strategies that lead to effective and relevant standards based instruction.
- Continue to cultivate and sustain a Human Capital Management System (HCMS) to provide for district-wide success. (Including recruitment, retention, and professional development)

Aligned Curriculum and Assessment

- Ensure that all resources are relevant and aligned to the Florida Standards in order to best support student learning.
- Continue to support the use of an instructional framework that encourages the use of curriculum maps, as well as vertical and horizontal alignment from one grade level to the next.
- Implement and support the use of assessments aligned to the standards in all grade levels and all subject areas. (Formative and Summative)

High Achievement

- Involve families and the community in establishing a culture that is collaborative, transparent, and student-centric.
- Assist in the creation and implementation of comprehensive School Improvement Plans which are aligned to the district's strategic plan and support sustained school improvement.
- Ensure that all district academic goals/targets are set to move the district to one of the top districts of high performing students in the state.

Goal 2: Suwannee County School District will ensure that learning and working environments are supportive, safe, and secure.

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Early Warning Systems (EWS)

- Create and implement a plan to improve early identification and targeted response to EWS indicators.
- Review and refine the intervention supports in place for students determined to be at-risk, developing additional at-risk programming to provide early intervention support as needs are identified.

School Safety

- Review and update district-wide emergency response plans for all schools, with increased focus on proactive prevention.
- Monitor and celebrate safety in the workplace.

Student Support

- Implement and monitor a district-wide Positive Behavior Support plan.
- Revise school and district climate surveys and increase access to them in order to ensure improved customer service delivery.
- Encourage and increase family and community participation in school-related activities and events.

Goal 3: Suwannee County School District will maximize access to technology for all stakeholders.

Digital Classrooms

- Provide more opportunities for academic interaction with technology.
- Provide training for teachers on strategies for acceptable and responsible use of technology.
- Reduce the student to device ratio in all schools.

Communication Tool

- Continue the use of existing parent communication tools and consider new tools of communication.

Goal 4: Suwannee County School will ensure college, career, and life readiness for all students.

Opportunity

- Continue and strengthen options such as career academies, technical college dual enrollment options, and career/technical programs which meet the needs of all students.
- Continue and strengthen options such as advanced placement and college dual enrollment which meet the needs of all students.

Exploration/Career & College Decision Making

- Increase opportunities related to career and college planning that includes annual counseling and mentoring.

Goal 1: Suwannee County School District will increase the academic achievement of all students.

Focus 1: Quality Instruction

Strategy 1: Provide differentiated instruction to engage and challenge students of diverse backgrounds and abilities.

Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date		
Survey teachers to get baseline data on use of differentiation	AS-Instruction	Increase in percentage of teachers using differentiated instruction	Survey Monkey	May 2016	September 2016		
Train teachers in how to differentiate and what administration will be looking for	AS-Instruction; Student Services	All teachers will be successfully using differentiated instruction	FDLRS; TSCs	September 2016	June 2018		
Develop observation tool for gathering data on usage of differentiated instruction	AS-Instruction; Human Resources	The tool is developed and ready for use by administrators	Edvivate platform for observation	May 2016	September 2016		
Train administration on observation tool to identify differentiated instruction	AS-Instruction; Student Services; Human Resources	100% of administrators are trained and able to identify differentiated instruction	FDLRS	September 2016	October 2016		
Monitor and evaluate the data gathered by principals on classroom walkthroughs related to quality of instruction	AS-Instruction; Student Services	Monthly data evaluation will take place of all schools	Data collection and evaluation protocol	October 2016	June 2020		
Key Performance Indicators	Direction of Change	Baseline	Target				
		14-15	15-16	16-17	17-18	18-19	19-20
Percent of teachers that regularly use differentiated instruction/high yield instructional strategies	Increase						
Percent of teachers who plan and prepare a variety of learning activities considering individual student’s culture, learning styles, special needs, and socio-economic background.	Increase						

Goal 1: Suwannee County School District will increase the academic achievement of all students.							
Focus 1: Quality Instruction							
Strategy 2: Increase use of high-yield academic strategies that lead to effective and relevant standards based instruction.							
Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date		
Survey teachers to get baseline data on use of high yield strategies	AS-Instruction	Increase in percentage of teachers using high-yield strategies	Survey Monkey; Marzano High Yield Strategies List	May 2016	September 2016		
Train teachers high yield strategies and what administration will be looking for	AS-Instruction; Student Services	All teachers will be successfully using high yield strategies	TSCs	September 2016	June 2018		
Develop observation tool for gathering data on usage of high yield strategies	AS-Instruction; Human Resources	The tool is developed and ready for use by administrators	Marzano High Yield Strategies; Edvocate platform for observation	May 2016	September 2016		
Train administration on observation tool to identify high-yield strategies	AS-Instruction; Student Services; Human Resources	100% of administrators are trained and able to identify high-yield strategies	TSCs	September 2016	October 2016		
Monitor and evaluate the data gathered by principals on classroom walkthroughs related to quality of instruction	AS-Instruction; Student Services	Monthly data evaluation will take place of all schools	Data collection and evaluation protocol	October 2016	June 2020		
Key Performance Indicators		Direction of Change	Baseline	Target			
			14-15	15-16	16-17	17-18	18-19
Percent of teachers that regularly use differentiated instruction/high yield instructional strategies		Increase					
Percent of teachers who plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.		Increase					

Goal 1: Suwannee County School District will increase the academic achievement of all students.

Focus 1: Quality Instruction

Strategy 3: Continue to cultivate and sustain a Human Capital Management System (HCMS) to provide for district-wide success (including recruitment, retention, and professional development).

Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date		
Develop specific strategies for recruiting	Human Resources; Finance; District Executive Leadership Team	New strategies for use in the 2017-2018 hiring season	Data for analysis regarding vacancies	October 2016	December 2016		
Develop specific strategies for retention	Human Resources; Finance; District Executive Leadership Team	New strategies in place for retention for 2017-2018	Data for analysis regarding retention	October 2016	December 2016		
Seek a third party evaluation of our current PLC strategies	Human Resources; AS-Instruction	Completed evaluation of current strategies	Funding; PLC Partners	March 2017	June 2017		
Key Performance Indicators	Direction of Change	Baseline	Target				
		14-15	15-16	16-17	17-18	18-19	19-20
Percent of teaching vacancies on the first day of school	Decrease		TBD	TBD	TBD	TBD	TBD
Percent of teachers returning from one year to the next	Increase		TBD	TBD	TBD	TBD	TBD
Percent of teachers participating in professional development opportunities	Increase		TBD	TBD	TBD	TBD	TBD
Percent of new teachers participating in a mentoring program	Increase		TBD	TBD	TBD	TBD	TBD
Percent of teachers missing >10 days	Decrease		TBD	TBD	TBD	TBD	TBD

Goal 1: Suwannee County School District will increase the academic achievement of all students.

Focus 2: Aligned Curriculum and Assessments

Strategy 1: Ensure that all resources are relevant and aligned to the Florida Standards in order to best support student learning.

Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date		
Inventory resources currently being used	AS-Instruction; Student Services; Federal Programs; IT	Comprehensive inventory of instructional resources	TSCs	October 2016	December 2016		
Examine/evaluate resources for relevance and alignment	AS-Instruction; Student Services; Federal Programs; IT	Completed evaluation of resources	TSCs; NEFEC; DA Team	January 2017	June 2017		
Develop guidelines for implementing or changing resources	District Executive and School-Based Leadership Team	Completed guidelines for classroom, school, and district changes to materials and resources	TSCs; NEFEC; DA Team	March 2017	June 2017		
Key Performance Indicators	Direction of Change	Baseline	Target				
		14-15	15-16	16-17	17-18	18-19	19-20
Percent of courses with aligned curriculum and resources	Increase		TBD	TBD	TBD	TBD	TBD

Goal 1: Suwannee County School District will increase the academic achievement of all students.

Focus 2: Aligned Curriculum and Assessments

Strategy 2: Continue to support the use of an instructional framework that encourages the use of curriculum maps, as well as vertical and horizontal alignment from one grade to the next.

Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date			
Evaluate current curriculum maps	AS-Instruction; School Based Administration	Completed evaluations for all courses	Evaluation template from FLDOE; TSCs; DA Team	April 2017	August 2017			
Develop procedures for maintaining the integrity of the curriculum maps	AS-Instruction; School Based Administration	Written procedures for maintaining the integrity of curriculum maps	NEFEC; DA Team	June 2017	August 2017			
Provide regular opportunities for horizontal and vertical collaboration	AS-Instruction; School Based Administration	Data to support horizontal and vertical collaboration is taking place regularly	PD Day Agendas; Sign In Sheets; Attendance Documentation	September 2017	June 2020			
Key Performance Indicators	Direction of Change	Baseline	Target					
		14-15	15-16	16-17	17-18	18-19	19-20	
		Percent of courses with aligned assessments	Increase	TBD	TBD	TBD	TBD	TBD
		Percent of staff actively participating in PD Day PLCs	Increase	TBD	TBD	TBD	TBD	TBD
		Percent of teachers using Curriculum Maps	Increase	TBD	TBD	TBD	TBD	TBD

Goal 1: Suwannee County School District will increase the academic achievement of all students.

Focus 2: Aligned Curriculum and Assessments

Strategy 3: Implement and support the use of assessments aligned to the standards in all grade levels and all subject areas (formative and summative).

Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date		
Provide PD for schools in the use of common assessments within their collaborative teams	AS-Instruction; Human Resources	Common assessment training at all schools	TSCs; School Leaders; PLC Partners	September 2017	June 2020		
Train administration in how to monitor and support the creation/usage of common assessments by their collaborative teams	AS-Instruction; Human Resources	Data/documents to support the usage of collaboratively created common assessments	PLC Partners	July 2017	June 2020		
Continue to provide progress monitoring assessments at the district-level that are guaranteed to be aligned with courses and Florida Standards	AS-Instruction; Assessment	Documentation of guarantee on all purchased assessments and item banks	TSCs; Testing Coordinator; DA Team	March 2016	June 2020		
Key Performance Indicators	Direction of Change	Baseline	Target				
		14-15	15-16	16-17	17-18	18-19	19-20
Percent of courses with Aligned Assessments	Increase		TBD	TBD	TBD	TBD	TBD
Percent of staff actively participating in PD Day PLCs	Increase		TBD	TBD	TBD	TBD	TBD
Percent of teachers using Curriculum Maps	Increase		TBD	TBD	TBD	TBD	TBD

Goal 1: Suwannee County School District will increase the academic achievement of all students.

Focus 3: High Achievement

Strategy 1: Involve families and the community in establishing a culture that is collaborative, transparent, and student-centric.

Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date
Develop strategies to improve participation at School Advisory Committee (SAC) meetings	Parent Involvement Liaison; District Administration; School Based Administration	Increased participation in SAC meetings at all schools	State/federal guidance on SAC	January 2017	June 2017
Hold community forums annually	District Executive Leadership Team; School Board	Scheduled community forum event – Live Oak and Branford	Strategic Plan; School Improvement Plans	February 2017	June 2020
Maintain website and other online tools for parents/community to easily access information regarding District progress	District Executive and School Leadership; IT Department	Parent/community survey annually	Website; Social Media; Parent Portal; Press	July 2016	June 2020

Goal 1: Suwannee County School District will increase the academic achievement of all students.									
Focus 3: High Achievement									
Strategy 2: Assist in the creation and implementation of comprehensive School Improvement Plans which are aligned to the District's Strategic Plan and support sustained school improvement.									
Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date				
Ensure faculty/community involvement in the creation of School Improvement Plans (SIP)	AS-Instruction; Federal Programs; School Based Administration	Documentation of participation by faculty in creation of SIP	SIP Guidelines	January 2017	June 2020				
Monitor that SIP goals and actions are aligned to District Strategic Plan goals and each school's Best Practices of Inclusive Education (BPIE) on file with Florida Department of Education	AS-Instruction; Federal Programs; School Board	All plans aligned	SIP; Strategic Plan	January 2017	June 2020				
Key Performance Indicators			Direction of Change	Baseline 14-15	Target 15-16	16-17	17-18	18-19	19-20
Percent of school-Level SIP goals making progress towards meeting or exceeding			Increase		TBD	TBD	TBD	TBD	TBD

Goal 1: Suwannee County School District will increase the academic achievement of all students.

Focus 3: High Achievement

Strategy 3: Ensure that all SCSD academic goals/targets are set to move the district to one of the top districts of high-performing students in the state.

Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date			
District Administration will work collaboratively to set district goals as needed by looking at previous performance, comparative district scores, and percentages necessary to make Suwannee County School District an “A” District	Accountability and Assessment; District Executive Leadership Team	District Executive Leadership Team Minutes	Comparative Scores; District Prior Performance; District Grading Formula	January 2017	June 2020			
District goals set by the District Administration will be posted on the SCSD website to ensure consistency and alignment between departments, schools, and programs	Accountability and Assessment; Website Manager	Website goals posted and current	District Goals	January 2017	June 2020			
Key Performance Indicators		Direction of Change	Baseline	Target				
			14-15	15-16	16-17	17-18	18-19	19-20
Percent of students scoring proficient in Reading		Increase	44	58	TBD	TBD	TBD	TBD
Percent of students scoring proficient in Math		Increase	47	60	TBD	TBD	TBD	TBD
Percent of students scoring proficient in Science		Increase	53	62	TBD	TBD	TBD	TBD
Percent of students scoring proficient in Social Studies		Increase	57	71				
Percent of students making learning gains in Mathematics		Increase			TBD	TBD	TBD	TBD
Percent of students making learning gains in Reading		Increase			TBD	TBD	TBD	TBD
Percent of students in lower quartile making learning gains in Mathematics		Increase			TBD	TBD	TBD	TBD
Percent of students in lower quartile making learning gains in Reading		Increase			TBD	TBD	TBD	TBD
Graduation rate (lagging by one year)		Increase	77	80				
District grade		Increase	B	A	TBD	TBD	TBD	TBD

Goal 2: Suwannee County School District will ensure that learning and working environments are supportive, safe, and secure.							
Focus 1: Early Warning System (EWS)							
Strategy 1: Create, implement, and monitor a plan to improve early identification and targeted response to EWS indicators.							
Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date		
Formalize in writing the current practices and procedures K-12	AS-Instruction; Student Services	Written procedures for identification and targeted response to EWS indicators	EWS System/Data RTI/SST Process; District Procedures; MTSS Coordinators; Student Policies and Procedures Manual	September 2016	December 2016		
Collect, monitor, and analyze data from all schools regarding the percentage of SST meetings being scheduled/held compared to the number of students identified as being in need of intervention by EWS indicators	AS-Instruction; Students Services; MTSS Coordinators; Guidance	Principals monthly report on MTSS	SST Meeting Data	August 2016	June 2020		
Collect, monitor, and analyze data from all schools regarding the percentage of recommended interventions which are being implemented with fidelity and resulting in documented improvement	AS-Instruction; Students Services; MTSS Coordinators; Guidance	Principals monthly report on MTSS	SST Meeting Data	August 2016	June 2020		
Key Performance Indicators	Direction of Change		Baseline	Target			
			14-15	15-16	16-17	17-18	18-19 19-20
Percent of students missing > 10 days	Decrease			TBD	TBD	TBD	TBD
Percent of students with 1 or more suspensions (in or out of school)	Decrease			TBD	TBD	TBD	TBD
Percent of students retained	Decrease			TBD	TBD	TBD	TBD
Percent of 3rd graders not proficient in Reading	Decrease			TBD	TBD	TBD	TBD
Number of students qualifying to be served in At-Risk Programs	Decrease			TBD	TBD	TBD	TBD
Percent of secondary students with more than one failing grade	Decrease			TBD	TBD	TBD	TBD

Goal 2: Suwannee County School District will ensure that learning and working environments are supportive, safe, and secure.									
Focus 1: Early Warning System (EWS)									
Strategy 2: Review and refine the intervention supports in place for students determined to be at-risk, developing additional at-risk programming to provide early intervention support as needs are identified.									
Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date				
Update and evaluate district intervention resource map (K-12) related to Reading	AS-Instruction; School-Based Administration; Student Services	Intervention Map	Current Intervention Strategies/Materials; TSCs/MTSS Coordinators; Psychologist	October 2016	June 2017				
Update and evaluate district intervention resource map (K-12) related to Math	AS-Instruction; School-Based Administration; Student Services	Intervention Map	Current Intervention Strategies/Materials; TSCs/MTSS Coordinators; Psychologist	October 2016	June 2017				
Update and evaluate district intervention resource map (K-12) related to Behavior	AS-Instruction; School-Based Administration; Student Services	Intervention Map	Current Intervention Strategies/Materials; TSCs/MTSS Coordinators; Psychologist	October 2016	June 2017				
Update and evaluate district intervention resource map (K-12) related to Attendance	AS-Instruction; School-Based Administration; Student Services	Intervention Map	Current Intervention Strategies/Materials; TSCs/MTSS Coordinators; Psychologist	October 2016	June 2017				
Key Performance Indicators			Direction of Change	Baseline 14-15	Target 15-16	16-17	17-18	18-19	19-20
Percent of students missing > 10 days			Decrease		TBD	TBD	TBD	TBD	TBD
Percent of students with 1 or more suspensions (in or out of school)			Decrease		TBD	TBD	TBD	TBD	TBD
Percent of students retained			Decrease		TBD	TBD	TBD	TBD	TBD
Percent of 3rd graders not proficient in Reading			Decrease		TBD	TBD	TBD	TBD	TBD
Number of students qualifying to be served in At-Risk Programs			Decrease		TBD	TBD	TBD	TBD	TBD
Percent of secondary students with more than one failing grade			Decrease		TBD	TBD	TBD	TBD	TBD

Goal 2: Suwannee County School District will ensure that learning and working environments are supportive, safe, and secure.

Focus 2: School Safety

Strategy 1: Review and update district-wide emergency response plans for all schools, with increased focus on proactive prevention.

Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date			
All schools and district office represented at School Safety Conference	AS-Administration; School Administration; Resource Officers	Registration documentation; Attendance documentation	Funding	July 2016	June 2020			
Annual revision and updating of district emergency plan and school emergency plans	AS-Administration	Revised Plans	Administrative Assistant; FSBIT	May 2016	June 2020			
Implement ALICE protocol district-wide by providing annual training for faculty and staff in new crisis response protocol	AS-Administration; School Administration; Resource Officers	Training documentation	ALICE training system and materials	May 2016	June 2020			
Continue to evaluate and plan for improved security on all campuses, and making improved security a priority in the annual work plan	Facilities	Annual Work Plans	Funding; Security evaluations	March 2016	June 2020			
Key Performance Indicators		Direction of Change	Baseline	Target				
			14-15	15-16	16-17	17-18	18-19	19-20
Percent of schools with a current/updated campus emergency plan		Increase		TBD	TBD	TBD	TBD	TBD
Percent of climate surveys indicating a satisfactory rating of "feeling safe" on campus		Increase						

Goal 2: Suwannee County School District will ensure that learning and working environments are supportive, safe, and secure.

Focus 2: School Safety

Strategy 2: Monitor and celebrate safety in the workplace.

Action Items	Person(s) Responsible	Evidence	Resources Needed		Start Date	Target Completion Date		
Continue implementation of School Safety Program, in which schools are rewarded for avoiding injury causing accidents	Facilities; Finance	Monthly Safety Reports; Experience Modification Rating	Accident Reports		July 2016	June 2020		
Key Performance Indicators		Direction of Change	Baseline	Target				
			14-15	15-16	16-17	17-18	18-19	19-20
Percent of district-wide Workers' Comp cases		Decrease		0	TBD	TBD	TBD	TBD
Experience Modification Rating		Decrease		0	TBD	TBD	TBD	TBD

Goal 2: Suwannee County School District will ensure that learning and working environments are supportive, safe, and secure.

Focus 3: Student Support

Strategy 1: Implement and monitor a district-wide Positive Behavior Support plan.

Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date		
SCSD will continue to support and implement a Positive Behavior Support Program in elementary (CHAMPS)	AS-Instruction; Student Services; School Administration	School CHAMPS Plans	CHAMPS Resources; FDLRS	July 2016	June 2020		
SCSD will formalize and implement a Positive Behavior Support Program at the secondary level that includes or builds upon the elementary program (CHAMPS) and contains a sound research base	AS-Instruction; Student Services; School Administration	School PBS Plans	CHAMPS Resources; FLDOE PBS/MTSS Project	July 2016	June 2020		
The Transportation Department will continue to support and implement a Positive Behavior Support Program on the school bus	Transportation; Student Services	School CHAMPS Plans	CHAMPS Resources; FDLRS	July 2016	June 2020		
Key Performance Indicators	Direction of Change	Baseline	Target				
		14-15	15-16	16-17	17-18	18-19	19-20
Percent of students involved in SESIR incidents	Decrease		TBD	TBD	TBD	TBD	TBD
Percent of students with 1 or more suspensions (In school or out of school)	Decrease		TBD	TBD	TBD	TBD	TBD
Percent of students with > 5 Referrals	Decrease		TBD	TBD	TBD	TBD	TBD

Goal 2: Suwannee County School District will ensure that learning and working environments are supportive, safe, and secure.

Focus 3: Student Support

Strategy 2: Revise school and district climate surveys and increase access to survey results in order to ensure improved customer service delivery.

Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date		
Develop strategies to increase participation in climate surveys	District Administration; School Administration	Collaboration Meeting Minutes	Sample survey incentives from other districts/programs	July 2016	June 2020		
Create stakeholder survey timeline	District Administration; School Administration	Timeline	Current District Surveys/Timelines	November 2016	February 2017		
Publish survey result summary on district website	District Administration; School Administration	Result summaries on website	District Website; Survey Results	July 2016	June 2020		
Key Performance Indicators	Direction of Change	Baseline	Target				
		14-15	15-16	16-17	17-18	18-19	19-20
Percent of Climate Surveys returned	Increase		TBD	TBD	TBD	TBD	TBD

Goal 2: Suwannee County School District will ensure that learning and working environments are supportive, safe, and secure.							
Focus 3: Student Support							
Strategy 3: Encourage and increase family and community participation in school-related activities and events.							
Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date		
Hold community forums annually	District Executive Leadership Team; School Board	Scheduled community forum event – Live Oak and Branford	Strategic Plan; School Improvement Plans	February 2017	June 2020		
Increase number of opportunities for parents/community to participate in school/district events	District Administration; School Administration	Calendar of opportunities reported monthly	Calendar	July 2017	June 2020		
Key Performance Indicators			Direction of Change	Baseline	Target		
				14-15	15-16	16-17	17-18
Number of opportunities for parent/community involvement			Increase		TBD	TBD	TBD
Number of participants for parent/community events			Increase		TBD	TBD	TBD

Goal 3: Suwannee County School District will maximize access to technology for all stakeholders.

Focus 1: Digital Classrooms

Strategy 1: Provide more opportunities for academic interaction with technology.

Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date		
Collect and analyze the data regarding digital integration in our current course offerings in grades K-12	AS-Instruction; IT; School Administration	Data collected	Survey	August 2016	December 2016		
Continue to support the purchase of interactive, digital curriculum when available	AS-Instruction; IT; School Administration	Annual purchases recorded	Instructional materials; Resources (funds)	July 2016	June 2020		
Support the creation of new programs that provide additional opportunities for academic interaction with technology	AS-Instruction; IT; School Administration	Documentation of new programs annually	Funding	July 2016	June 2020		
Key Performance Indicators	Direction of Change	Baseline	Target				
		14-15	15-16	16-17	17-18	18-19	19-20
Fund allocation for new technology/maintenance of current devices	Increase		TBD	TBD	TBD	TBD	TBD
Percent of courses offered that provide academic interaction with technology	Increase		TBD	TBD	TBD	TBD	TBD
Student to device ratio	Decrease	3:1	2:1	TBD	TBD	TBD	TBD

Goal 3: Suwannee County School District will maximize access to technology for all stakeholders.

Focus 1: Digital Classrooms

Strategy 2: Provide training for teachers on strategies for acceptable and responsible use of technology.

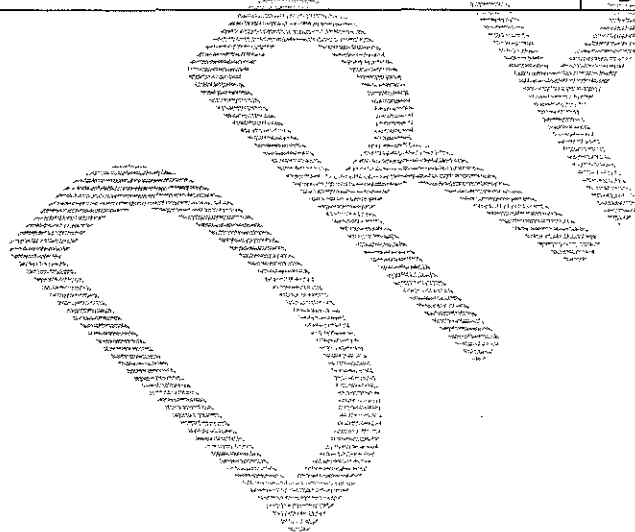
Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date			
Survey faculty/staff to determine the professional development needs related to technology in the District	AS-Instruction; IT	Survey data	Survey Monkey TIMS	May 2016	September 2016			
Develop an annual professional development plan, related to strategies for acceptable and responsible use of technology in the District grades K-12	Technology Committee	Plan	Survey results; Best practices for integration of technology	October 2016	May 2017			
Key Performance Indicators	Direction of Change		Baseline	Target				
			14-15	15-16	16-17	17-18	18-19	19-20
Number of trainings focused on technology integration	Increase			TBD	TBD	TBD	TBD	TBD

Goal 3: Suwannee County School District will maximize access to technology for all stakeholders.

Focus 1: Digital Classrooms

Strategy 3: Reduce the student to device ratio in all schools.

Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date			
Develop a comprehensive plan/timeline to take the District to a 1:1 student to device ratio	IT; AS-Instruction; Facilities; Technology Committee	Plan	Funding; PD resources; Curriculum resources; Policies	July 2016	June 2017			
Key Performance Indicators		Direction of Change	Baseline	Target				
			14-15	15-16	16-17	17-18	18-19	19-20
Fund allocation for new technology/maintenance of current devices		Increase		TBD	TBD	TBD	TBD	TBD
Student to device ratio		Decrease	3:1	2:1	TBD	TBD	TBD	TBD



Goal 3: Suwannee County School District will maximize access to technology for all stakeholders.

Focus 2: Communication Tool

Strategy 1: Continue the use of existing parent communication tools and consider new tools of communication.

Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date		
The District will ensure an increase in the quality and quantity of information that is relayed to parents/stakeholders through technology platforms (websites, social media, parent portals) by monthly monitoring at Principal Meetings	District Administration; Principals	Meeting minutes; Data collected	none	October 2016	June 2020		
Provide professional development for faculty/staff to improve the quality of communication with parents/stakeholders through digital sources such as email and social media	Technology Committee	Professional development inservice documentation	TSCs; Policy/statutes that regulate student information	October 2016	June 2017		
Key Performance Indicators	Direction of Change	Baseline	Target				
		14-15	15-16	16-17	17-18	18-19	19-20
Percent of schools updating their website/social media at least monthly	Increase		TBD	TBD	TBD	TBD	TBD

Goal 4: Suwannee County will ensure college, career, and life readiness for all students.								
Focus 1: Opportunity								
Strategy 1: Continue and strengthen options such as career academies, technical college dual enrollment options, and career/technical programs that meet the needs of all students.								
Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date			
Annual meeting to analyze data to evaluate and determine deletion, addition, and continuation of existing programs	AS-Instruction; CTE; Secondary Administration	Meeting documentation (agenda, minutes, sign-in sheets)	Student requests; Placement data; Industry trends and workforce needs; Participation/performance data (Industry Certification Exams)	August 2016	June 2020			
Facilitate quarterly meetings to align CTE programs, courses, academies grades 6-12+	AS-Instruction; CTE; Secondary Administration	Meeting documentation (agenda, minutes, sign-in sheets)	Master Schedule indicating courses offered and enrollment; CAPE and career-themed course registration	August 2016	June 2020			
Key Performance Indicators		Direction of Change	Baseline	Target				
			14-15	15-16	16-17	17-18	18-19	19-20
Number of CTE courses offered		Increase		TBD	TBD	TBD	TBD	TBD
Number of students participating in CTE Courses		Increase		TBD	TBD	TBD	TBD	TBD
Number of students successfully earning industry certifications		Increase		TBD	TBD	TBD	TBD	TBD

Goal 4: Suwannee County will ensure college, career, and life readiness for all students.

Focus 1: Opportunity

Strategy 2: Continue and strengthen options such as advanced placement (AP) and college dual enrollment (DE) which meet the needs of all students.

Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date			
Plan for early identification of students to participate in AP and DE courses	AS-Instruction; Secondary Administration; Guidance	Plan	Assessment information	January 2017	March 2017			
Increase the number of DE and/or AP courses at Suwannee High School and Branford High School	AS-Instruction; Secondary Administration	Master Schedule	Qualified educators	July 2016	June 2020			
Increase the diversity of acceleration programs using strategies reported in the Annual Equity Report	Secondary Administration; Guidance	Master Schedule (enrollment and demographic report)	Equity Plan strategies	July 2016	June 2020			
Increase participation in academic courses related to middle school acceleration (Algebra)	AS-Instruction; Secondary Administration; Math-PLC Team; Guidance	Master Schedule	Assessment information; Registration tool	July 2016	June 2020			
Key Performance Indicators	Direction of Change		Baseline	Target				
			14-15	15-16	16-17	17-18	18-19	19-20
	Percent of students participating middle school acceleration	Increase	55	TBD	TBD	TBD	TBD	TBD
	Percent of students in college and career acceleration grade cell	Increase	53	TBD	TBD	TBD	TBD	TBD
	Percent of students completing AP and DE	Increase		TBD	TBD	TBD	TBD	TBD

Goal 4: Suwannee County will ensure college, career, and life readiness for all students.

Focus 2: Exploration/Career and College Decision-Making

Strategy 1: Increase opportunities related to career and college planning that includes annual counseling and mentoring.

Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date		
Increase awareness of district-wide programs offered by facilitating a semi-annual meeting of counselors, CTE teachers, and administration to take place in September and January	AS-Instruction; Student Services; CTE; Secondary Administration	Meeting documentation	Programs	September 2016	June 2020		
Increase exposure to college and career opportunities by activities such as visits to local community and technical colleges or inviting speakers from industry into the classroom	Secondary Administration; Guidance	Field trip documentation; Resource speaker documentation	Chamber of Commerce; List for scheduling visits; Funds for field trips	June 2017	June 2020		
Create and implement a comprehensive timeline for career and college planning that includes annual counseling and mentoring	AS-Instruction; CTE; Secondary Administration; Student Services	Timeline document	Information on current programs; MyCareerShines.org	January 2016	June 2017		
Evaluate current mentoring programs and expand on opportunities for students to have a mentor in grades 6-12	AS-Instruction; Secondary Administration; Guidance	Documentation of current practices/programs; Plans for expansion of opportunities	Community based organizations; Faith based organizations	September 2016	June 2020		
Key Performance Indicators	Direction of Change	Baseline	Target				
		14-15	15-16	16-17	17-18	18-19	19-20
Percent of students receiving annual career counseling	Increase		TBD	TBD	TBD	TBD	TBD
Percent of students with mentors	Increase		TBD	TBD	TBD	TBD	TBD
Percent of students who have started a career or college plan by 9th grade	Increase		TBD	TBD	TBD	TBD	TBD
Percent of students graduating on time	Increase		TBD	TBD	TBD	TBD	TBD
Percent of students planning to attend college	Increase		TBD	TBD	TBD	TBD	TBD