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
2:00 p.m.	CDL Training
2:30 p.m.	Policy Updates (pgs. 2-9)
3:00 p.m.	Annual Financial ReportVickie DePratter
3:15 p.m.	Digital Classroom Plan
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.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

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

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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.

<u>LAWS IMPLEMENTED</u>: 768.135; 943.0438, 1001.43; <u>1002.20</u>, <u>1002.31</u>, 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 infield 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."
СВТ	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



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	All assessments required by <u>s. 1008.22</u> , Florida Statutes (F.S.)
Assessments	
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	Туре	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	Diagnostic	Measure English language acquisition of ELLs with significant	Rule 6A-6.0902, F.A.C.
ELLs		cognitive disabilities	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	s. 1008.25(4), F.S.
		students' progress toward meeting grade-level skills in reading	
FLKRS	Diagnostic/Progress Monitoring	Determine readiness for kindergarten	s. 1002.69(1), F.S.
			Rule 6M-8.601, F.A.C.



Test	Туре	Purpose/Required Use	Statutory Authority/Required Use Citation
FSA	Summative	Purpose: Measure student achievement of Florida's academic	s. 1008.22, F.S.
FSAA	Summative	standards (Florida Standards, Next Generation Sunshine State	Rule 1.09422, F.A.C.
NGSSS EOC Assessments	Summative	Standards)	Rule 1.0943, F.A.C.
Statewide Science	Summative	Required uses: third grade retention; remedial instruction; high	Rule 1.09432, F.A.C.
Assessment		school standard diploma; EOC assessments as 30% of course	Rule 1.094223, F.A.C
		grade; school grades; school improvement rating; district grades;	s. 1008.25, F.S.
		differentiated accountability; teacher evaluation; scholar	Rule 6A-1.094221, F.A.C.
		designation; federal reporting; Credit Acceleration Program (CAP),	Rule 6A-1.094222, F.A.C.
		school improvement plans; school, district, state, and federal	s. 1003.4156, F.S.
		reporting	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.
	ļ		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	s. 1008.22, F.S.
		national populations over time	
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



Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSAA—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 minutes²	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
FSAA—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



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 minutes²	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	CBT1	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 minutes²	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.

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 minutes²	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	CBT1	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	РВТ	Kindergarten: 45 minutes Grades 1–12: 105–245 minutes (varies by grade-level/tier)	May 2017



Assessment	Applicable Students4	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	РВТ	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	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 EOC⁵		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

¹Paper-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.

⁵The 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.

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	СВТ	60 each; total 180	Guide instruction and predict EOY results
I-Ready Growth	K-1	October 17, 2016. December 5, 2016, March 20, 2017	СВТ	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	СВТ	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	СВТ	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	СВТ	45 minutes each; total 90 minutes	Guide Instruction and predict EOY results
Biology EOC Diagnostic	9	September 15-16, 2016 February 6-7, 2017	СВТ	45 minutes each; total 90 minutes	Guide Instruction and predict EOY results



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	СВТ	40 minutes each; total 80 minutes	Guide Instruction and predict EOY results
Geometry EOC Diagnostic	9	September 6-9, 2016, January 23-27, 2017	СВТ	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





SUWANNEE COUNTY SCHOOL DISTRICT STRATEGIC PLAN 2016 - 2020



~ EXPECT EXCELLENCE ~

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

<u>Vision</u>: 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.

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.

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 Survey Monkey The survey Monkey Th	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 TIME STATE	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 the state of t	Edivate 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	Baseline	Target		}		
	Change	14-15	15-16	16-17	17-18	18-19	19-20
Percent of teachers that regularly use differentiated instruction/high yield	Increase						
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						

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	AS-Instruction	Increase in percentage of	Survey Monkey;	May 2016	September 2016
on use of high yield strategies		teachers using high-yield	Marzano High Yield		
		strategies	Strategies List		
Train teachers high yield strategies	AS-Instruction;	All teachers will be	TSCs	September	June 2018
and what administration will be	Student Services	successfully using high yield	res constituti de distribute. "respectation de la constitution de la constitucion de la constitution de la constitution de la constitution de la	2016	
looking for		strategies	Programme Control Cont		
Develop observation tool for	AS-Instruction;	The tool is developed and	-Marzano High Yield	May 2016	September 2016
gathering data on usage of high yield	Human Resources	ready for use by	Strategies;		
strategies		administrators	Edivate platform for		
		Hariga opportus — Anna (1975 de Cologo Landerson) Hajanas marting Hariga opportus — Anna (1975 de Cologo Landerson) (1975 de Cologo Landerson) Hariga opportus — Anna (1975 de Cologo Landerson) Hariga opportus o	observation		
Train administration on observation	AS-Instruction;	100% of administrators are	TSCs	September	October 2016
tool to identify high-yield strategies	Student Services;	trained and able to identify	materiorisation in for a profession special control and special contr	2016	
	Human Resources	high-yield strategies	Specific Control of the Control of t		
Monitor and evaluate the data	AS-Instruction;	Monthly data evaluation	Data collection and	October	June 2020
gathered by principals on classroom	Student Services	will take place of all schools	evaluation protocol	2016	
walkthroughs related to quality of	AND	and the Profit of Section 15 and the Section 15 and			
instruction	James State Control of Space (Space Space	And the second s			

Key Performance Indicators	Direction of Baselin		Target		Binanda de la composição de la composiçã		
	Change	14-15	15-16	16-17	17-18	18-19	19-20
Percent of teachers that regularly use differentiated instruction/high yield	Increase						
instructional strategies	mereuse						
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						

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	Human Resources;	New strategies for use in the	Data for analysis	October	December 2016
recruiting	Finance;	2017-2018 hiring season	regarding vacancies	2016	
	District Executive	general and the second of the	The state of the s		
	Leadership Team	G. Stone de la Marie (Menor por proprio de Marie de la Marie de la Marie de la Marie de Marie de la Marie de la Marie Marie de la Marie d	All the state of t		
Develop specific strategies for	Human Resources;	New strategies in place for	Data for analysis	October	December 2016
retention	Finance;	retention for 2017-2018	regarding retention	2016	
	District Executive		and the state of t		
	Leadership Team	September 19 Company (Company Company			
Seek a third party evaluation of our	Human Resources;	Completed evaluation of	Funding;	March 2017	June 2017
current PLC strategies	AS-Instruction	current strategies	PLC Partners		
		Directio	n of Baseline Target		

Key Performance Indicators	Direction of	Baseline	Target				
	Change	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

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	Resou	irces Ne	eded	Start D	ate	Target Cor Date	npletion
Inventory resources currently being used	AS-Instruction; Student Services; Federal Programs; IT	Comprehensive inventors of instructional resources	TSCs	Proceedings of the control of the co	To the state of th	Octobe 2016	er	December	2016
Examine/evaluate resources for relevance and alignment	AS-Instruction; Student Services; Federal Programs; IT	Completed evaluation of the control	FSCs; NEFE(DA Te	•	the registry of the registry o	Januar	y 2017	June 2017	
Develop guidelines for implementing or changing resources	District Executive and School-Based Leadership Team	AND	TSCs; NEFEC DA:Te	C;		March	2017	June 2017	
Key Performance Indicators		Direction Change		aseline 14-15	Target	16-17	17-18	18-19	19-20
Percent of courses with aligned curricu	lum and resources	Increase Increase	e		TBD	TBD	TBD	TBD	TBD

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	Reso	ources Need	led	Start Dat	e	arget Compl Date	etion
Evaluate current curriculum maps	AS-Instruction;	Completed evaluation	s for Eval	uation tem	plate	April 201	7 <i>F</i>	August 2017	
	School Based	all courses	fron	n FLDOE;			1		
	Administration	published to wheelf to wheelf to whose the common of the c	TSC	5;					
		NY FALLY (Section For Section For Section	DA	Team	TOPA, 42-TOPA, TOPAPONE,				
Develop procedures for maintaining	AS-Instruction;	Written procedures for		NEFEC;			7 4	August 2017	
the integrity of the curriculum maps	School Based	maintaining the integi	rity of DA	Team	Control beginning to specify the control beginning to the control begin				
	Administration	curriculum maps	Management Agency over a pro- management Agency over a pro- send Altapariness or control of the Agency of the Age						
Provide regular opportunities for	AS-Instruction;	Data to support horizo	orizontal PD Day Agendas;				September Juni		
horizontal and vertical collaboration	School Based	and vertical collabora	1000	Sign In Sheets; 2017			·		
	Administration	taking place regularly	Atte	ndance					
	The Committee of C	Manager and a service and a se	egyption of the particle of th	umentation	l				
Key Performance Indicators			Direction of Change	Baseline	Target		·		
			Change	14-15	15-16	16-17	17-18	18-19	19-20
Percent of courses with aligned assessm	ents	The first production of the pr	Increase		TBD	TBD	TBD	TBD	TBD
Percent of staff actively participating in	PD Day PLCs	regions regioner in	Increase		TBD	TBD	TBD	TBD	TBD
Percent of teachers using Curriculum M	205	egents there is not a second or a second o	Increase		TBD	TBD	TBD	TBD	TBD

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	AS-Instruction;	Common assessment	TSC5	September	June 2020
common assessments within their	Human Resources	training at all schools	School Leaders;	2017	
collaborative teams		And Programme Control of the Control	PLC Partners		
Train administration in how to	AS-Instruction;	Data/documents to support	PLC Partners	July 2017	June 2020
monitor and support the	Human Resources	the usage of collaboratively	TO THE SECOND SE		
creation/usage of common	•	created common	This production The second of the second		
assessments by their collaborative		assessments			
teams		1994年1月2日 Mongred 100 Macardia	rge con		
Continue to provide progress	AS-Instruction;	Documentation of	TSCs;	March 2016	June 2020
monitoring assessments at the	Assessment	guarantee on all purchased	Testing Coordinator;		
district-level that are guaranteed to be	The state of the manual and the state of the	assessments and item banks	DA Team		
aligned with courses and Florida	, man and the design and the second of the s	Professional de la companya del companya de la companya del companya de la companya del companya del companya del companya de la companya del company	Security Control of the Control of t		
Standards	Secretaria de Calego autorio que com autorio de come autorio de come com activido de come de come come activido de come de come come come come come activido de come come come come come come come com	The second secon			

Key Performance Indicators	Direction of	Baseline	Target				
	Change	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

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	Parent Involvement	Increased participation in	State/federal guidance	January 2017	June 2017
participation at School Advisory	Liaison;	SAC meetings at affischools	on SAC		
Committee (SAC) meetings	District	A Constitution of the Cons	enter of the control		
	Administration;	Active with 20 is to the confident of th	Nigo prime de majore. Cale in a ser i Stancio III. de Ser prime de la companio del companio de la companio de la companio del companio de la companio del la companio del la companio de la companio de la companio del la companio de la companio del la companio dela		
	School Based	The second of th	en bild gentler det er et mindet han begen en bestigtelighet en general en a still gent filter		
	Administration	And the second s	1000		
Hold community forums annually	District Executive	Scheduled community	Strategic Plan;	February 2017	June 2020
·	Leadership Team;	forum event – Live Oak and	School Improvement		
	School Board	Branferd	Plans		
Maintain website and other online	District Executive	Parent/community survey	Website;	July 2016	June 2020
tools for parents/community to easily	and School	annually	Social Media;		
access information regarding District	Leadership	record tracks - and record tracks - degree records - degree rec	Parent Portal;		
progress	IT Department	Section Section Control of Contro	Press		

Suvalince country school bistin	CL		Strate	Sic Action in	an 2010-2020
Goal 1: Suwannee County Scho	ol District will increa	se the academic achieveme	nt of all students.		
Focus 3: High Achievement Strategy 2: Assist in the creation and support sustained school		mprehensive School Improven	ent Plans which are align	ed to the District	's Strategic Plan and
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 designed des	SIP;	January 2017	June 2020

Direction of Baseline	Target				
Key Performance IndicatorsChange	15-16	16-17	17-18	18-19	19-20
Percent of school-Level SIP goals making progress towards meeting or exceedingincrease	TBD	TBD	TBD	TBD	TBD

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	Accountability and	District Executive	Comparative Scores;	January 2017	June 2020
collaboratively to set district goals as	Assessment;	Leadership Team Minutes	District Prior		
needed by looking at previous	District Executive	July Conference Confer	Performance;		
performance, comparative district	Leadership Team	AND 2000 (1974)	District Grading		
scores, and percentages necessary to		Comments of the Comments of th	Formula		
make Suwannee County School		in approximately and approximately and approximately appro	Page 19-401 According to Accident Accid		
District an "A" District		The first programme of the control o	Special States S		
District goals set by the District	Accountability and	Website goals posted and	District Goals	January 2017	June 2020
Administration will be posted on the	Assessment;	current	The course of th		
SCSD website to ensure consistency	Website Manager	The second secon	La Carlonning La Acceptage (s) See Acceptage (s)		
and alignment between departments,	and species and species of the speci	「特別ないからな」 「「「「「」」」」」」」」」」」」」」」」」」」」」」」」」」」」」」」	10 State Company on the Company of t		
schools, and programs	Appertus of Construction of the Application of the	ACCOUNTS AND ACCOU	All the second of the second o	-	

Key Performance Indicators	Direction of	Baseline	Target				
Key Performance indicators	Change	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	В	Α	TBD	TBD	TBD	TBD

Focus 1: Early Warning System (EWS)

Strategy 1: Create, implement, and monitor a plan to improve early identification and targeted response to EWS indicators.

Formalize in writing the current practices and procedures K-12 AS-Instruction; Student Services Student Services Student Services Student Services Student Services Student Services Principals monthly report on MTSS 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 Collect, monitor, and analyze data from all schools regarding the percentage of recommended interventions which are being implemented with fidelity and resulting in documented AS-Instruction; Students Services; MTSS Coordinators; Students SST Meeting Data August 2016 June 2020 August 2016 June 2020 SST Meeting Data August 2016	Action Items	Person(s) Responsible	Evidence	Resources Needed	Start Date	Target Completion Date
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 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 Collect, monitor, and analyze data from all schools regarding the percentage of recommended interventions which are being implemented with fidelity and resulting in documented Tesponse to EWS indicators Principals monthly report on MTSS Services; MTSS Coordinators; Guidance Principals monthly report on MTSS SST Meeting Data August 2016 June 2020 August 2016 June 2020	Formalize in writing the current	AS-Instruction;	Written procedures for 🙇	EWS System/Data	September	December 2016
Collect, monitor, and analyze data from all schools regarding the number of students identified as being in need of intervention by EWS indicators Collect, monitor, and analyze data from all schools regarding the number of students identified as being in need of intervention by EWS indicators Collect, monitor, and analyze data from all schools regarding the percentage of recommended interventions which are being implemented with fidelity and resulting in documented MTSS Coordinators; Student Policies and Procedures Manual SST Meeting Data August 2016 SST Meeting Data August 2016 June 2020 SST Meeting Data August 2016 June 2020	practices and procedures K-12	Student Services	identification and targeted	RTI/SST Process;	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 Collect, monitor, and analyze data from all schools regarding the percentage of recommended interventions which are being implemented with fidelity and resulting in documented AS-Instruction; Students SST Meeting Data on MTSS Services; MTSS Coordinators; Guidance Student Policies and Procedures Manual SST Meeting Data August 2016 August 2016 June 2020 SST Meeting Data August 2016 June 2020			response to EWS indicators	District Procedures;		
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 Collect, monitor, and analyze data from all schools regarding the percentage of recommended interventions which are being implemented with fidelity and resulting in documented AS-Instruction; Students on MTSS Coordinators; Guidance Services; MTSS Services; M			A control of the cont	MTSS Coordinators;		
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 Collect, monitor, and analyze data from all schools regarding the percentage of recommended interventions which are being implemented with fidelity and resulting in documented AS-Instruction; Students on MFSS on MFSS of Meeting Data on MFSS			and production for described and published by Common for the common published and the common for the common published and the common for the common published by Common for the common for the common published by Common for the common for the common published by Common for the common fo	Student Policies and		
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 Collect, monitor, and analyze data from all schools regarding the percentage of recommended interventions which are being implemented with fidelity and resulting in documented Students Students Students Services; MTSS Coordinators; Guidance Students Students Students Students Students Students SST Meeting Data August 2016 June 2020			(I. STORM AND TOP AND Propried Completions Propried Completions Propried Completions Special Completions Special Completions	Procedures Manual		
percentage of SST meetings being scheduled/held compared to the number of students identified as being in need of intervention by EWS indicators Collect, monitor, and analyze data from all schools regarding the percentage of recommended interventions which are being implemented with fidelity and resulting in documented Services; Guidance Services; MTSS Coordinators; Guidance Services; MTSS Guidance Services; MTSS Guidance Services; Guidance Guida	Collect, monitor, and analyze data	AS-Instruction;	Principals monthly report	SST Meeting Data	August 2016	June 2020
scheduled/held compared to the number of students identified as being in need of intervention by EWS indicators Collect, monitor, and analyze data from all schools regarding the percentage of recommended interventions which are being implemented with fidelity and resulting in documented MTSS Coordinators; Guidance AS-Instruction; Students Students Students Students Services; MTSS Guidance Services; MTSS Guidance Services; Guidance MTSS Guidance Services; Guidance MTSS Guidance Services; Guidance Services; Guidance MTSS Guidance Services; Guidance MTSS Guidance Services; Guidance MTSS Guidance Services; Guidance MTSS Guidance Guidance MTSS Guidance Services; Guidance MTSS MT	from all schools regarding the	Students	on MESS	Application of the state of the		
number of students identified as being in need of intervention by EWS indicators Collect, monitor, and analyze data from all schools regarding the percentage of recommended interventions which are being implemented with fidelity and resulting in documented AS-Instruction; Students Supplemented with fidelity and resulting in documented Coordinators; Guidance Supplemented with fidelity and resulting in documented Coordinators; Guidance Supplemented with fidelity and resulting in documented Coordinators; Guidance Supplemented with fidelity and resulting in documented	percentage of SST meetings being	Services;	The second of th	The state of the s		
being in need of intervention by EWS indicators Collect, monitor, and analyze data from all schools regarding the percentage of recommended interventions which are being implemented with fidelity and resulting in documented Services; Guidance Guidance AS-Instruction; Students Students Students Students Services; Guidance Gu	scheduled/held compared to the	MTSS	*** englished and *** englished and sold sold sold sold sold sold sold sol	Gris Gris Sa. George Gris Sa. George Gris Sa. George Gris Sa. Gris Gris Gris Sa. Gris Gris Gris Gris Sa. Gris Gris Gris Gris Gris Gris Gris Gris		
indicators Collect, monitor, and analyze data from all schools regarding the percentage of recommended interventions which are being implemented with fidelity and resulting in documented Guidance Guidanc	number of students identified as	Coordinators;	Secretary of the secret			
Collect, monitor, and analyze data from all schools regarding the percentage of recommended interventions which are being implemented with fidelity and resulting in documented AS-Instruction; Students	being in need of intervention by EWS	Guidance		The company of the co		
from all schools regarding the percentage of recommended interventions which are being implemented with fidelity and resulting in documented Students Students Students Students On MTSS O	indicators	in the company of the	Lower Company 52 Or Printer All Indiffregence or Lower Company Company 60 Or French 60 Or French All Indiffregence 40 Or French 60 Or Frenc	To State Sta		
percentage of recommended interventions which are being implemented with fidelity and resulting in documented Guidance Guida	Collect, monitor, and analyze data	AS-Instruction;	Principals monthly report	SST Meeting Data	August 2016	June 2020
interventions which are being implemented with fidelity and resulting in documented Guidance	from all schools regarding the	Students	on MTSS	No. of the Control of		
implemented with fidelity and resulting in documented Guidance Guidance Guidance Guidance	percentage of recommended	Services;	our cycles and			
resulting in documented Guidance Guidance Guidance Guidance	interventions which are being	MTSS	An international control of proceedings of the control of the cont			
Secretarian Action Acti	implemented with fidelity and	Coordinators;	Agenda Anni Anni Anni Anni Anni Anni Anni Ann			
TANK TO THE PARTY OF THE PARTY	resulting in documented	VALADAMA TAN	ed visit for each to	•		
Improvement State of the Control of	improvement	decreases make				

Key Performance Indicators	Direction of	Baseline	Target				
	Change	14-15	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

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	on support as needs ai	re identified.							
Action Items	Person(s) Responsible	Evidence	Í	Resources Nee	ded	Start Da	ire i	Target Com Date	pletion
Update and evaluate district	AS-Instruction;	Intervention Map	A STATE OF THE STA	Current Interv	ention	Octobe	r	June 2017	
intervention resource map (K-12)	School-Based		Action to the second to the se	Strategies/Ma	terials;	2016			
related to Reading	Administration;		production of the production o	ΓSCs/MTSS Co	ordinators;				
	Student Services	600 دوم الارام مراقب بي ويون و محمد له الروم مشاهد و ال	Charles to Object may have to be the public on the regions open under the charles of the c	Psychologist	las, 1995, 1997 js				
Update and evaluate district	AS-Instruction;	Intervention Map	District (Current Interv	ention	Octobe	r	June 2017	
intervention resource map (K-12)	School-Based		Ann American Stay Start School Anna Stay of the School Stay of the Anna Stay of the Anna Stay of Anna Stay of the Anna Stay of Anna Stay of	strategies/Ma	terials;	2016			
related to Math	Administration;	PERSONAL PROPERTY OF THE PERSONAL PROPERTY OF	The property of the control of the c	FSCs/MTSS Co	ordinators;				
	Student Services	A control of the cont	New Address of Programs of Section (1997) (1	Sychologist					
Update and evaluate district	AS-Instruction;	Intervention Map		Current Interv	ention	Octobe	r	June 2017	
intervention resource map (K-12)	School-Based	ing and one of the control of the co	Strategy Green and Astron. Nat.	Strategies/Ma	-	2016			
related to Behavior	Administration:	magint learning replacements in the control of the control in the control of the	Annual Control of the	rscs/MTSS Co	ordinators;				
	Student Services	Commence of the commence of th	A STATE OF THE STA	Psychologist Psychologist					
Update and evaluate district	AS-Instruction;	Intervention Map	Account of the control of the contro	Surrent Interv	ention	Octobe	r	June 2017	
intervention resource map (K-12)	School-Based		the state of the s	strategies/Ma		2016			
related to Attendance	Administration	name of change a to a change of the change of th	- 242-142	TSCs/MTSS Co	ordinators;				
	-Student Services	And the second control of the second control	enterties on enterties on enterties on	Psychologist					
Kov Dorformanco Indicatore			Direction o	f Baseline	Target				
Key Performance Indicators			Change	14-15	15-16	16-17	17-18	18-19	19-20
Percent of students missing > 10 days	Compared to the compared to		Decrease		TBD	TBD	TBD	TBD	TBD
Percent of students with 1 or more su	uspensions (in or out o	f school)	Decrease		TBD	TBD	TBD	TBD	TBD
Percent of students retained	TERRITOR PETERS AND ASSESSMENT AND ASSESSMENT ASSESSMEN	uma (mulgiologica) separation of the second	Decrease		TBD	TBD	TBD	TBD	TBD
Percent of 3rd graders not proficient	in Reading	Salara securios estacontratores "securiosis	Decrease		TBD	TBD	TBD	TBD	TBD

Key Performance Indicators	Direction of	Baseline	Target				
	Change	14-15	15-16	16-17	17-18	18-19	19-20
Percent of students missing > 10 days The students with the studen	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

School Safety Focus 2:

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		Reso	urces Need	ded	Start Da	ite	Target Com Date	pletion
All schools and district office represented at School Safety Conference	AS-Administration; School Administration; Resource Officers	Registration docume Attendance docume	MARTINES I. THE P.	Fund	Ing In the second seco		July 201	.6	June 2020	
Annual revision and updating of district emergency plan and school emergency plans	AS-Administration	Revised Plans	POR TOTAL PROPERTY OF THE PROP	Admi Assis FSBIT	•	Con- Con- Con- Con- Con- Con- Con- Con-	May 20:	16	June 2020	
Implement ALICE protocol district- wide by providing annual training for faculty and staff in new crisis response	AS-Administration; School Administration; Resource Officers	Training documentat	March - Park		training s naterials	ystem	May 20:	16	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 Application of the Control of the Contro	Annual Work Plans Control Annual Work Plans Co	Strand with the strand of the	Fund Secu	ing, rity evaluat	tions	March 2	2016	June 2020	
Key Performance Indicators			Direction		Baseline	Target				
			Change	9	14-15	15-16	16-17	17-18	18-19	19-20
Percent of schools with a current/revise	d campus emergenc	y plan Marie Constitution	Increas	e		TBD	TBD	TBD	TBD	TBD
Percent of climate surveys indicating a scampus	atisfactory rating of	feeling safe on	Increas	ie						

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	Facilities;	Monthly Safety Reports;	Accident Reports	July 2016	June 2020
Safety Program, in which schools are	Finance	Experience Modification	of Company of Control 1 Stage of the Control was a supply of the Control which are the Control 1 Stage of the Control 1 S	-	
rewarded for avoiding injury causing		Rating	The contract of the contract o		
accidents		just and demonstrate designing of in-in-in-in-in-in-in-in-in-in-in-in-in-i	an antidam to the side		

Key Performance Indicators		Direction of	Baseline	Target				
		Change Change Change	14-15	15-16	16-17	17-18	18-19	19-20
Percent of district-wide Workers' Comp cases	The second of th	Decrease		0	TBD	TBD	TBD	TBD
Experience Modification Rating	The state of the s	Decrease .		0	TBD	TBD	TBD	TBD

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 **Grant Control CHAMPS Plans **Grant CHAMPS Plans **Grant Control CHAMPS	CHAMPS Resources;	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 School PBS Plans Silband PPS Silband	CHAMPS Resources; FLDOE PBS/MTSS	July 2016	June 2020
The Transportation Department will continue to support and implement a Positive Behavior Support Program on the school bus	Transportation	School CHAMPS Plans Character Charac	CHAMPS Resources;	July 2016	June 2020

Key Performance Indicators	Direction of	Baseline	Target				
	Change	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

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	District	Collaboration Meeting	Sample survey	July 2016	June 2020
participation in climate surveys	Administration;	Minutes	incentives from other		
	School	न्द्रनी विद्या (प्रार्थित निवास करें) , स्वाचित्र के प्रति के प्र	districts/programs		
	Administration	The state of the s	New programments There is the state of the		
Create stakeholder survey timeline	District	Timeline September Septemb	Current District	November	February 2017
	Administration;	A pagest Melinophi 	-Surveys/Timelines	2016	
	School	Action of the second of the se	- 1889 Producted of		
	Administration	A LEAST AND	Table 1		
Publish survey result summary on	District	Result summaries on	District Website;	July 2016	June 2020
district website	Administration;	website	Survey Results	The state of the s	
	School	THE STATE OF THE S	The second of th		
	Administration	Ph agreement of the state of th	Programmer (manufacture of Manufacture of The Control of Th		

		and the second	1. A. S.	
1/	D	C		icators
KOV	Per	mrmai	ace ina	ICATOIS .
144				ICALOIS
•			and the second of the second	THE WAST AND THE TOP
,				12 MONTH AND THE CO

Percent of Climate Surveys returned

	Direction of	Baseline	Target				
	Change	14-15	15-16	16-17	17-18	18-19	19-20
**.F	ncrease		TBD	TBD	TBD	TBD	TBD

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		Strategic Plan;	February	June 2020
	Leadership Team;	forum event – Live Oak and	School Improvement	2017	
	School Board	Branford	Plans		
Increase number of opportunities for	District	Calendar of opportunities	Calendar	July 2017	June 2020
parents/community to participate in	Administration;	reported monthly	Becoming the Company and Compa		
school/district events	School	Product March No. Medical Treatment No. 10 of the Arch March Arch March Arch March Arch Arch March Arch Ar	CHARLES, WHINES, WHITE, CHARLES, WHITE, CHARLE		
	Administration	no terprocedungs,	Total Control		

Key Performance Indicators	Direction of	Baseline	Target				
사용통에 발표되었다. 전에 발표되었다. 이 경기 등에 가장 하는 것이 되었다. 그는 경기에 가장 함께 가장 되었다. 그는 것이 되었다. 그는 것이 되었다. 	Change	14-15	15-16	16-17	17-18	18-19	19-20
Number of opportunities for parent/community involvement		ierona mendin mendin mendin mendin mendin mendin mendin mendin mendin	TBD	TBD	TBD	TBD	TBD
Number of participants for parent/community events	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 1: Provide more opportunitie	es for academic inte	raction with technolo	ey.						
Action Items	Person(s) Responsible	Evidence	F	Resources Need	ed	Start Dat	te	Target Com Date	pletion
Collect and analyze the data regarding digital integration in our current course offerings in grades K-12	AS-Instruction; IT; School Administration	Data collected	20 starting of the control of the co	CONTROL CONTRO		August 2	016	December 2	2016
Continue to support the purchase of interactive, digital curriculum when available	AS-Instruction; IT; School Administration	Annual purchases re	mustine.	nstructional ma Resources (fund	del company	July 2016	6	June 2020	
Support the creation of new programs that provide additional opportunities for academic interaction with technology	AS-Instruction; IT; School Administration	Documentation of n	34	extending section of the section of		July 2016	6	June 2020	
Key Performance Indicators			Direction Change		Target				
	P proceedings to the process of the	Property of the State of State	accomments accomments accomments accomments	14-15	15-16 TBD	16-17 TBD	17-18		19-20
Fund allocation for new technology/ma Percent of courses offered that provide	The control to	egichtunightische ming eine state der zu zu	Increase		TBD	TBD	TBD TBD	TBD TBD	TBD TBD
Student to device ratio	Sammad sport () Side anagometry Side anagometry Side ()	Maria Angles (Paris) de Maria Angles (Maria) Maria Angles (Maria) Maria Angles (Maria) Maria Angles (Maria) Maria Angles (Maria) Maria Angles (Maria)	Decreas	e 3:1	2:1	TBD	TBD	TBD	TBD

Suvannee County School Distr	ict			30	ategic Action	1 1011 2010-2020
Goal 3: Suwannee County Scho	ol District will ma	ximize access to	technology	for all stakeholders.		Torris (Line of The Control of The C
Focus 1: Digital Classrooms Strategy 2: Provide training for teach	ers on strategies fo	r acceptable and r	esponsible us	se 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	And Control of the Co	Sürvey Monkey TIMS stere than the st	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	Comments of the Comments of th	Best practices for integration of technology	October 2016	May 2017
			Direction	on of Baseline Targe	et	

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	J	Resources Ne	eded	Start Da	re i	Target Com Date	pletion
Develop a comprehensive plan/timeline to take the District to a 1:1 student to device ratio	IT; AS-Instruction; Facilities; Technology Committee	Plan	Section Sectio	Funding; PD resources; Curriculum re: Policies	75, 75,	July 201	6	June 2017	
Key Performance Indicators					Target	16.17	17-18	10.10	19-20
Fund allocation for new technology/m	aintenance of curren	devices	Increas	14-13	TBD	16-17 TBD	TBD	18-19 TBD	19-20 TBD
Student to device ratio	· white the International Confederation	N TO STATE OF ME TO STATE OF THE STATE OF TH	Decreas	se 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

Action Items	Person(s) Responsible	Evidence	Reso	urces Need	led	Start Da	te	Target Com Date	pletion
The District will ensure an increase in	District	Meeting minutes;	none	and the second		October	2016	June 2020	
the quality and quantity of	Administration;	Data collected	Color matters and to	en construir no compressor no construir no construir no construir					
information that is relayed to	Principals	April, descent descent de la constant de la constan	Appende Stromery of S many departments to the Confession et a fair, a months	April 20 Carrell Comments of the Carrell Comments of t		<u> </u>	-		
parents/stakeholders through		College Action (1997) Both College Action (1997) College Action (1997) College Action (1997)	,= '	American State of the Company of the	** ***				
technology platforms (websites, social		and State of the Control of the Cont	i.	n year be been be been be	Participal Committee Commi		(
media, parent portals) by monthly		**************************************	planeters of the control of the cont	1 %.	Control (Control (Con				
monitoring at Principal Meetings		Notice projections	And the control of th		All the same of th				
Provide professional development for	Technology	Professional develor	ment TSCs	;	-	October	2016	June 2017	
faculty/staff to improve the quality of	Committee	inservice documenta	ition Polic	:y/statutes	that		Ì		
communication with		Control Cont	motion.	late studen	t				
parents/stakeholders through digital	ريوسرنام (ماه در است. مريد ماه در ام در است چه رو معني		infor	mation					
sources such as email and social	And the second s	The contract of the contract o	in the company of the financial and the first of the company of th	TOUGHT THE THE					
media	Activation of contract property and contract compared to come the compared of contract to compared of contract	All and a state of the state of	Egyptivergram strain The property of the control o						
			Divertion of	Pacalina	Taraat				
Key Performance Indicators			Direction of	Baseline	Target			j	
			Change	14-15	15-16	16-17	17-18	8 18-19	19-20
Percent of schools updating their webs	Section Action Control of the Contro	THE STATE THE PROPERTY CON-	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.

meet the needs of all stud	ents.								
Action Items	Person(s) Responsible	Evidence	Approximately file and programme.				е	Target Comp Date	oletion
Annual meeting to analyze data to evaluate and determine deletion, addition, and continuation of existing programs	AS-Instruction; CTE; Secondary Administration	_	Placement data; Industry trends and workforce needs; Participation				016	June 2020	
Facilitate quarterly meetings to align CTE programs, courses, academies grades 6-12+	AS-Instruction; CTE; Secondary Administration	The control of the co	on San Carlotte Control of Contro	August 2	016	June 2020			
Key Performance Indicators			Direction of Change	Baseline 14-15	Target	16-17	17-18	8 18-19	19-20
Number of CTE courses offered	The Control of the Co	Application of the plant in the plant of the	Increase		TBD	TBD	TBD	TBD	TBD
Number of students participating in CT	E Courses	Specification and appropriate	Increase		TBD	TBD	TBD	TBD	TBD
Number of students successfully earning	g industry certification	ons ***	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 An in elegation	** Assessment information **Assessment info	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 Master Schedule Particular Schedu	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 Control of the Contr	Equity Plan strategies **Control of the Control of	July 2016	June 2020
Increase participation in academic courses related to middle school acceleration (Algebra)	AS-Instruction: Secondary Administration; Math PLC Team; Guidance	Master Schedul Company of the Compan	Assessment information; Registration tool	July 2016	June 2020
Key Performance Indicators		Direction	on of Baseline Target		

Key Performance Indicators	Direction of	Baseline	Target				
	Change	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

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

Action Items	Person(s) Responsible	Evidence		Resources Needed		Start Date		Target Completion Date			
Increase awareness of district-wide	AS-Instruction;	Meeting documenta	ition	Programi			September		June 2020		
programs offered by facilitating a	Student Services;		thus wellade places. The control participation and control participation and control participation.	A THE STATE OF THE	end of		2016				
semi-annual meeting of counselors,	CTE;	ds,	The state of the s	46	model Applications The first production of the p						
CTE teachers, and administration to	Secondary	20.6. بر الرابع بر الرابع الرابع بر الرابع	South gardymorphisms of the state of the st		THE TON			İ			
take place in September and January	Administration	p November (1990) And a proper of the de- lar and a second control of the de- tar and a second control of the de- tar and a second control of the de-	erte V		ACTUAL CONTRACTOR ACTUAL AC						
Increase exposure to college and	Secondary	Field trip document	tation; Chamber of Commerce;		June 2017		June 2020				
career opportunities by activities such	Administration;	Resource speaker	entitalitation per magnetitation (s) 42 Call Acceptable (s) 44 Call Acceptable (s)	A CONTRACTOR AND A	or scheduli	- No. 1967 II 496					
as visits to local community and	Guidance	documentation	The control of the co	Eund	s for field t	rips					
technical colleges or inviting speakers		Committee for the second of th	Money personners	of Joseph 40 pm -12 -13 -14 minutes		`***					
from industry into the classroom		The control of the co	****	Signature Signature Signature							
Create and implement a	AS-Instruction;	Timeline document Information on curre			current	January 2016		June 2017			
comprehensive timeline for career	CTE;	greaters (Marie Control of Contro	Approximation of the property		ams;						
and college planning that includes	Secondary	Secretary Control Cont	ministrationalisticia with who was acceptor that in specific was acceptor that in specific many acceptor that in specific many acceptor that in specific many acceptor that in specific many acceptor that is a second	MyCa	areerShines	s.org	f				
annual counseling and mentoring	Administration;	Magazine Common () () () () () () () () () (medings from the spanies controlled the spanies from the spanies of the spanies o	Additional to the second of th	- 21 *						
	Student Services	Topic and the second of the se	p.c.**					***			
Evaluate current mentoring programs	AS-Instruction,	Documentation of c		organizations; Faith based		September 2016		June 2020			
and expand on opportunities for	Secondary	practices/programs	width to talk								
students to have a mentor in grades	Administration;	Plans for expansion	of								
6-12 ************************************	Guidance	opportunities	ryana Zame	orgai	nizations			l		,	
Key Performance Indicators			Directio		Baseline	Target					
			Chan	ge	14-15	15-16	16-17	17-18	8 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		