Suwannee Opportunity School

leadership
analysis
Florida
college and career
mission
family and community involvement
students
ambitious
school improvement
striving
achievement
teaching
relationships
success
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
resources
growth

2019-20 Schoolwide Improvement Plan

Table of Contents

Suwannee Opportunity School

325 PINEWOOD DR, Live Oak, FL 32064

www.suwannee.k12.fl.us

Demographics

Principal: Angelia Stuckey

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 1-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Suwannee County School Board on 8/27/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Suwannee Opportunity School

325 PINEWOOD DR, Live Oak, FL 32064

www.suwannee.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 1-12	No	%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

Grade

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Stuckey, Angelia	Principal	The principal and assistant principal recruit highly qualified teachers, provides professional development and feedback for teachers, monitors progress toward achieving SIP goals, ensures policy and procedures are in place, enrolls students, and facilitates parent/student/teacher conferences. In addition, both members of administration will monitor and mentor students who meet the requirements of the early warning system and provide social emotional support to students. Because the SOS is an alternative school, the district SAC will serve as the school advisory committee.
Allen, Richard	Other	The student success and safety advocate provides mentor ship to at-risk students, assists teachers in a support role in content delivery, works closely with the District's Safety Specialist, helps in monitoring the grounds, assists with enforcement of school rules, and proctors state assessments, as needed.
Cherry, Jimmy	Assistant Principal	The principal and assistant principal recruit highly qualified teachers, provides professional development and feedback for teachers, monitors progress toward achieving SIP goals, ensures policy and procedures are in place, enrolls students, and facilitates parent/student/teacher conferences. In addition, both members of administration will monitor and mentor students who meet the requirements of the early warning system. Because the SOS is an alternative school, the district SAC will serve as the school advisory committee.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	2	1	2	2	3	4	8	12	7	3	3	6	53
Attendance below 90 percent	0	0	0	1	2	0	1	1	7	2	2	0	5	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Course failure in ELA or Math	0	0	0	1	0	0	1	1	3	3	3	2	3	17
Level 1 on statewide assessment	0	0	0	0	0	3	3	4	9	6	2	3	4	34

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	2	1	5	3	3	2	5	21

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
5

Date this data was collected or last updated
Sunday 8/18/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	53%	61%	0%	49%	57%
ELA Learning Gains	0%	54%	59%	0%	51%	57%
ELA Lowest 25th Percentile	0%	40%	54%	0%	38%	51%
Math Achievement	0%	55%	62%	0%	53%	58%
Math Learning Gains	0%	57%	59%	0%	57%	56%
Math Lowest 25th Percentile	0%	47%	52%	0%	47%	50%
Science Achievement	0%	64%	56%	0%	55%	53%
Social Studies Achievement	0%	64%	78%	0%	74%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	2 (0)	1 (0)	2 (0)	2 (0)	3 (0)	4 (0)	8 (0)	12 (0)	7 (0)	3 (0)	3 (0)	6 (0)	53 (0)
Attendance below 90 percent	0 ()	0 ()	1 ()	2 ()	0 ()	1 ()	1 ()	7 ()	2 ()	2 ()	0 ()	5 ()	21 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	2 (0)
Course failure in ELA or Math	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	1 (0)	1 (0)	3 (0)	3 (0)	3 (0)	2 (0)	3 (0)	17 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	3 (0)	3 (0)	4 (0)	9 (0)	6 (0)	2 (0)	3 (0)	4 (0)	34 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Although SOS does not have specific data reported this year due to first year of operation, the district data indicates that ELA showed the lowest performance.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Social Studies achievement showed the greatest decline district-wide, however, the margin of decline was only 2%. Other areas district wide indicated that their was improvement and in the area of science, the district actually exceeded the state average.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

At the time of this report, the state data was not accessible for secondary students.

Which data component showed the most improvement? What new actions did your school take in this area?

Although SOS does not have specific data, the data for the district indicates the most improvement is in the area of science. The state average was at 56 and the district average exceeded state average with a 64. Last year, the state and district average was much closer, at 57 and 54 respectively.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

In reflecting on the EWS data, two areas of potential concern are:
Attendance below 90%, and Level 1 on state assessment

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Improved attendance
2. Increase in percentage of SOS students tested
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Percent tested
Rationale	Suwannee Opportunity School has transitioned into a stand-alone school: MSID number 0063. Although we will not earn a school improvement rating, rather than a school grade, we must strive to test every eligible student.

State the measurable outcome the school plans to achieve	In the 2019-2020 school year, Suwannee Opportunity School will test 95% of eligible students.
Person responsible for monitoring outcome	Jimmy Cherry (jimmy.cherry@suwannee.k12.fl.us)
Evidence-based Strategy	1. Assistant Principal will maintain testing lists to guide appropriate state testing. 2. Assistant Principal will work in tandem with district testing coordinator to schedule and administer state exams. 3. Assistant Principal will ensure that parent contact is made to schedule/re-schedule exams.
Rationale for Evidence-based Strategy	There has been three different administrators in three years, at SOS. The opportunity school recently moved and has obtained it's own school number. Last year, due to poor attendance and other factors, the number of students tested fell below 95%. In order to support 1-12 grade schools, we must strive to test a higher number of students.

Action Step	
Description	1. Documented parent contact for students who are not present during testing windows 2. Coordinate with district level coordinator to schedule exams 3. Maintain testing lists to guide appropriate state testing 4. 5.
Person Responsible	Jimmy Cherry (jimmy.cherry@suwannee.k12.fl.us)

#2	
Title	Attendance
Rationale	While attendance is an ongoing issue for most schools, targeted, regular attendance is vital to the successful completion of students enrolled in Suwannee Opportunity School.
State the measurable outcome the school plans to achieve	In the 2019-2020 school year, student attendance will increase.
Person responsible for monitoring outcome	Jimmy Cherry (jimmy.cherry@suwannee.k12.fl.us)
Evidence-based Strategy	Teachers will maintain attendance records through weekly point sheets. Point sheets will be sent home on a weekly basis for parent consideration. Attendance/truancy meetings will be scheduled and documented in a timely manner.
Rationale for Evidence-based Strategy	Poor attendance is an ongoing issue, especially with at-risk students. A significant number of students in grade 3-12 fell below a 90% attendance rate last year. In order for students to thrive academically, targeted attendance rate will be at or above 95%.
Action Step	
Description	1. Weekly point sheets 2. Regular phone contact with parents 3. Attendance letters mailed at 3, 5, and 10 days 4. Parent meetings to discuss truancy issues 5. Teachers will maintain accurate attendance records in Focus
Person Responsible	Jimmy Cherry (jimmy.cherry@suwannee.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Academic goals will also be given consideration, based on future testing data.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Positive relationships with parents and families will be cultivated through regular contact through weekly point sheets, attendance meetings and intake and exit meetings. Community partnerships with Meridian, DJJ, and the White Foundation will help support mental health and social emotional needs.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

Social-emotional curriculum will be integrated into classrooms weekly, through the District Mental Health Coordinator. Other community partners, such as Meridian and the White Foundation will also provide counseling services, as needed. A full time Student Success and Safety Advocate will provide daily mentoring, social/emotional support and regular student contact to students in 1st - 12th grades.

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

A team of support staff coordinate intake and exit plans for every student attending SOS. The district sending school provides credit evaluations, discipline, testing, and attendance records. Recommendations for student staffing are presented by individual school to the district committee, which reviews the student's discipline, attendance, and credit history, along with outside law enforcement or mental health considerations. If the committee votes to accept SOS placement request, the student is then scheduled for an intake meeting with parents/guardians and ESE staffing specialist, as appropriate. Upon successful completion of a ten week program, an exit meeting is scheduled to include parents, guidance counselor, administration and ESE advocate, as appropriate, to ensure successful transition back to sending school.

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

A blended model is utilized to deliver academic instruction. Supplemental curriculum is provided, as well as social emotional curriculum as well as outside mental health and ESE services, as needed. Assistant Superintendent for Instruction, Director of Student Services, Director of School Choice, and the ESE Coordinator for the district provide guidance and direction for coordinating and supplementing federal, state, and local funds, services and programs, to ensure that appropriate resources are provided and that rigorous content delivery standards are being met.

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

Strategies used to advance college and career awareness includes a curriculum titled Career Choices. This curriculum is presented during the student's homeroom period in which career choices and social skills are explored and discussed. The Student Success and Safety Advocate as well as teachers, coordinate with outside agencies to ensure that guest speakers and exposure to real world career choices can be explored. Upon re-entry into secondary sending schools, each student is scheduled into a career themed course, in coordination with their guidance counselor.