

Suwannee County Schools

# Suwannee Opportunity School



2020-21 Schoolwide Improvement Plan

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# Suwannee Opportunity School

325 PINWOOD DR, Live Oak, FL 32064

www.suwannee.k12.fl.us

## Demographics

**Principal: Angelia Stuckey**

Start Date for this Principal: 7/1/2019

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

## School Board Approval

This plan was approved by the Suwannee County School Board on 9/22/2020.

## 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](http://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.

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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Suwannee Opportunity School

325 PINWOOD DR, Live Oak, FL 32064

www.suwannee.k12.fl.us

## School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 1-12	Yes	%
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

## School Board Approval

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## SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

## 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.

Suwannee Opportunity School's mission is to provide alternative options for at-risk and hard to serve students to meet their educational needs on a pathway to individual success.

#### **Provide the school's vision statement.**

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

Suwannee Opportunity School's vision statement is to provide each student with a positive nurturing environment where students are empowered with skills needed to reach their potential for personal success.

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Stuckey, Angelia	Principal	<p>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.</p> <p>Because the SOS is an alternative school, the district SAC will serve as the school advisory committee.</p>
Cherry, Jimmy	Assistant Principal	<p>The principal and coordinator recruit highly qualified teachers, provide professional development and feedback for teachers, monitor progress toward achieving SIP goals, ensure policy and procedures are in place, enroll students, and facilitate parent/student/teacher conferences. In addition, both members of administration will monitor and mentor students who meet the requirements of the early warning system.</p> <p>Because the SOS is an alternative school, the district SAC will serve as the school advisory committee.</p>
Garbett, Lisa	School Counselor	<p>Guidance Counselor will be instrumental in evaluating transcripts, assisting with master scheduling, progress monitoring, scheduling and implementing state testing, coordinating mental health/social emotional supports, and academic/career counseling.</p>

### Demographic Information

**Principal start date**

Monday 7/1/2019, Angelia Stuckey

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Total number of teacher positions allocated to the school**

6

**Demographic Data**

<p><b>2020-21 Status</b> (per MSID File)</p>	<p>Active</p>
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<b>School Type and Grades Served</b> (per MSID File)	Combination School 1-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	0	1	1	2	1	4	7	7	12	5	9	3	52
Attendance below 90 percent	0	0	1	1	1	0	1	5	4	9	3	4	2	31
One or more suspensions	0	0	1	0	0	0	0	2	1	1	0	1	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	1	3	0	3	2	9
Course failure in Math	0	0	0	0	0	0	0	0	2	2	0	1	3	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	3	5	6	8	3	3	2	30
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	3	7	4	6	3	3	1	27

**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	1	0	0	0	3	7	5	7	3	3	2	31

**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	2	0	1	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	1	0	3

**Date this data was collected or last updated**

Thursday 9/3/2020

**Prior Year - As Reported**

**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	
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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	
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	0
Students retained two or more times	0	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		
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.**

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%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
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.**

Suwannee Opportunity School celebrated it's one year anniversary this year. Due to Covid-19, there was no state testing, therefore, no data that reflected the lowest performing academic area, however, progress monitoring data reflected the majority of SOS students had significant gaps in both math and English/Language Arts.

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

Due to Covid-19, there was no state testing, therefore, no data that reflected the lowest performing academic area, however, progress monitoring data reflected that the majority of SOS students had significant gaps in both math and English/Language Arts.

**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.**

Based on the data from sending schools, as well as progress monitoring data, we believe that the greatest gaps for SOS are also consistent with district data, which reflects gaps in ELA and math. EWS indicators reveal that at least half of SOS students scored a L1 on both math and ELS, have two or more EWS indicators, as well as attendance issues.

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

SOS does not have specific data, however, 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.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

1. Level 1 on state assessments
2. Attendance below 90%

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

1. Increase performance in Math
2. Increase performance in ELA
3. Increase in percentage of SOS students tested
4. Increase daily attendance

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Culture & Environment specifically relating to Early Warning Systems****Area of Focus Description and Rationale:****Measurable Outcome:****Person responsible for monitoring outcome:** [no one identified]**Evidence-based Strategy:****Rationale for Evidence-based Strategy:****Action Steps to Implement***No action steps were entered for this area of focus***Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Areas of Focus identified using Early Warning Systems include:**

- 1. ELA scores**
- 2. Math scores**
- 3. Attendance**
- 4. Number of students tested**

**The first and most important step to increase test scores for our at-risk student population is for teachers to analyze progress monitoring data and data received from sending schools. Students are enrolled at SOS for a minimum of ten weeks, therefore it is important that each student receive as many math and interventions as possible in this short amount of time they are at SOS.**

**Consistent use of the blended learning model keeps students on pace specifically, addressing the individual student's academic needs, through Edgenuity. The face-to-face portion of instruction includes mixed grade levels and the teacher uses EOC study guides to practice skills and strategies needed for growth in EOCs, to include math and ELA. Individualized data chats with each student is essential in encouraging academic ownership.**

**Consistent use of iReady and Performance matters ensures that targeted areas of need are addressed.**

**For secondary students, EOC study guides are implemented and included in an interactive setting.**

**More than half of the students at SOS experience attendance issues. Daily point sheets include an attendance component that require regular attendance in order to move to the next level. Teachers make daily contact with parents when students are not present. Relationships are cultivated with parents when communication is regular and inclusive. Face to face parent conferences are required at least two times during the ten week program. Topics of discussion include, but are not limited to: attendance, behavior, goals, graduation, college/career, discipline, academic progress, and social-emotional personal growth. With increased attendance, an increase in the number of students tested should be realized.**

**Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Positive relationships will continue to be cultivated with parents and families, through regular contact via weekly point sheets, attendance meetings, and intake and exit meetings. Community partnerships with Meridian, DJJ, and the White Foundation will help support mental health needs. Social emotional curriculum is interactive, small group, and face-to-face. It is presented daily through a coordinated effort between the classroom teacher, academic guidance counselor, and School Resource Officer. Community business partners are invited to share within individual classrooms and provide insight into how to be successful in the world of work.

A coordinated effort with the SHS football team, provides an opportunity for repeat offenders to benefit from a peer mentorship program, in which a small number of athletes tutor their peers academically and present positive behavior options that can help cultivate positive choices in real life situations.

#### **Parent Family and Engagement Plan (PFEP) Link**

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