# Suwannee High School

**2020-21 Schoolwide Improvement Plan**

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# Suwannee High School

## 1314 PINE AVE SW, Live Oak, FL 32064

### shs.suwannee.k12.fl.us

## Demographics

**Principal: Carl Manna**                    Start Date for this Principal: 7/2/2018

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | High School<br>9-12 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2019-20 Title I School** | Yes |
| **2019-20 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 80% |
| **2019-20 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: B (57%)<br><br>2017-18: B (55%)<br><br>2016-17: B (54%)<br><br>2015-16: C (49%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northeast |
| **Regional Executive Director** | Cassandra Brusca |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | TS&I |

* 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 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.

## 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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# Suwannee High School

### 1314 PINE AVE SW, Live Oak, FL 32064

### shs.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) |
|---|---|---|
| High School 9-12 | Yes | 78% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 42% |

## School Grades History

| Year | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| Grade | B | B | B | B |

## 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 High School will create and maintain a safe learning environment. We will encourage the support of community members to promote positive interactions with parents and students that leads to the highest level of success for all.

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

Suwannee High School will work collaboratively ensuring that all students will learn by meeting the academic standards set by the Florida Department of Education and the US Department of Education.

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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

| Name | Title | Job Duties and Responsibilities |
|---|---|---|
| Boggus, Tammy | Assistant Principal | Curriculum Coordinator and all other duties as assigned |
| Marshall, Audrey | Teacher, K-12 | |
| Tuvell, Kimberly | Teacher, K-12 | |
| Aul, Nancy | Instructional Media | |
| Gray, Ronnie | Principal | |
| Aukerman, Doug | Teacher, K-12 | |
| Wiggins, Cindy | School Counselor | |
| Burt, Tamara | Teacher, K-12 | |
| Hendry, Amy | Teacher, K-12 | |
| Bromley, Kate | Teacher, ESE | |
| Morgan, Stephen | Teacher, K-12 | |
| Caldwell, Gary | Assistant Principal | |
| Roberts, Melanie | Teacher, K-12 | |
| Bius, Katrina | Assistant Principal | Career Themed Education, Graduation, Attendance, and all other duties as assigned |

## Demographic Information

**Principal start date**
Monday 7/2/2018, Carl Manna

**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.*
1

**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.*
11

**Total number of teacher positions allocated to the school**
58

**Demographic Data**

| | |
|---|---|
| **2020-21 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | High School<br>9-12 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2019-20 Title I School** | Yes |
| **2019-20 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 80% |
| **2019-20 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: B (57%)<br><br>2017-18: B (55%)<br><br>2016-17: B (54%)<br><br>2015-16: C (49%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northeast |
| **Regional Executive Director** | Cassandra Brusca |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | TS&I |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

## 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 319 | 334 | 262 | 245 | 1160 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 96 | 47 | 36 | 251 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 4 | 0 | 11 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 22 | 42 | 14 | 91 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 30 | 31 | 29 | 107 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 89 | 92 | 61 | 61 | 303 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 78 | 77 | 47 | 29 | 231 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 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 | 73 | 92 | 69 | 43 | 277 |

**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 | 5 | 9 | 3 | 0 | 17 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 8 | 10 | 10 | 35 |

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

Monday 8/24/2020

## 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 303 | 294 | 243 | 268 | 1108 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 44 | 48 | 74 | 201 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 123 | 67 | 71 | 54 | 315 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 67 | 35 | 53 | 190 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 97 | 88 | 85 | 80 | 350 |

**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 | 84 | 74 | 69 | 74 | 301 |

**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 | |

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 303 | 294 | 243 | 268 | 1108 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 44 | 48 | 74 | 201 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 123 | 67 | 71 | 54 | 315 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 67 | 35 | 53 | 190 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 97 | 88 | 85 | 80 | 350 |

**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 | 84 | 74 | 69 | 74 | 301 |

**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 | |

## 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 | 50% | 50% | 56% | 42% | 42% | 53% |
| ELA Learning Gains | 49% | 49% | 51% | 45% | 45% | 49% |

| School Grade Component | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Lowest 25th Percentile | 42% | 42% | 42% | 38% | 38% | 41% |
| Math Achievement | 46% | 46% | 51% | 40% | 40% | 49% |
| Math Learning Gains | 43% | 43% | 48% | 39% | 39% | 44% |
| Math Lowest 25th Percentile | 41% | 41% | 45% | 38% | 38% | 39% |
| Science Achievement | 63% | 63% | 68% | 66% | 66% | 65% |
| Social Studies Achievement | 63% | 63% | 73% | 70% | 70% | 70% |

## EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | Total |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| | (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 |
| 09 | 2019 | 45% | 47% | -2% | 55% | -10% |
| | 2018 | 46% | 45% | 1% | 53% | -7% |
| Same Grade Comparison | -1% | | | | | |
| Cohort Comparison | | | | | | |
| 10 | 2019 | 53% | 51% | 2% | 53% | 0% |
| | 2018 | 48% | 44% | 4% | 53% | -5% |
| Same Grade Comparison | 5% | | | | | |
| Cohort Comparison | 7% | | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 65% | 66% | -1% | 67% | -2% |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 67% | 64% | 3% | 65% | 2% |
| Compare | | -2% | | | |

| 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 | 68% | 64% | 4% | 70% | -2% |
| 2018 | 66% | 64% | 2% | 68% | -2% |
| Compare | | 2% | | | |

| ALGEBRA EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 22% | 44% | -22% | 61% | -39% |
| 2018 | 26% | 45% | -19% | 62% | -36% |
| Compare | | -4% | | | |

| GEOMETRY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 59% | 59% | 0% | 57% | 2% |
| 2018 | 45% | 47% | -2% | 56% | -11% |
| Compare | | 14% | | | |

## 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 |
| SWD | 17 | 29 | 38 | 15 | 28 | 29 | 19 | 25 | | 100 | 30 |
| ELL | 10 | 35 | 40 | 26 | 60 | | 20 | | | | |
| BLK | 26 | 41 | 37 | 22 | 44 | 43 | 45 | 42 | | 95 | 50 |
| HSP | 52 | 50 | 41 | 40 | 37 | 31 | 66 | 60 | | 100 | 64 |
| MUL | 27 | 45 | | 38 | | | | 50 | | | |
| WHT | 56 | 51 | 44 | 54 | 44 | 40 | 69 | 73 | | 98 | 76 |
| FRL | 38 | 45 | 43 | 36 | 37 | 43 | 49 | 57 | | 98 | 67 |

| 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 |
| SWD | 19 | 34 | 22 | 17 | 31 | 33 | 33 | 18 | | 75 | 15 |
| ELL | 10 | 36 | 25 | 13 | 31 | | | | | | |
| BLK | 24 | 35 | 22 | 27 | 32 | 24 | 45 | 47 | | 94 | 53 |
| HSP | 42 | 54 | 48 | 38 | 44 | 47 | 61 | 52 | | 100 | 63 |
| MUL | 38 | 69 | | | | | | | | | |
| WHT | 56 | 53 | 39 | 45 | 49 | 50 | 80 | 77 | | 93 | 72 |
| FRL | 42 | 48 | 34 | 35 | 38 | 36 | 63 | 63 | | 96 | 58 |

| 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 |
| SWD | 6 | 17 | 14 | 5 | 22 | 29 | 23 | 34 | | 73 | 38 |
| ELL | 5 | 27 | 46 | 32 | 36 | | 8 | | | | |
| BLK | 23 | 37 | 31 | 19 | 26 | 43 | 45 | 43 | | 87 | 29 |
| HSP | 34 | 39 | 43 | 32 | 31 | 34 | 53 | 62 | | 89 | 41 |
| MUL | 17 | 18 | | 37 | 36 | | | | | 100 | 83 |
| WHT | 52 | 52 | 38 | 48 | 45 | 41 | 77 | 78 | | 94 | 75 |
| FRL | 31 | 37 | 33 | 32 | 29 | 25 | 60 | 67 | | 89 | 56 |

## 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) | TS&I |
| OVERALL Federal Index – All Students | 57 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | 58 |
| Total Points Earned for the Federal Index | 623 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 98% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 33 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |

| English Language Learners | |
|---|---|
| Federal Index - English Language Learners | 36 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| **Asian Students** | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 45 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 55 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | 40 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| **White Students** | |
| Federal Index - White Students | 61 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 52 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

### 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.**

Based on 2018-2019 data, the data component that showed the lowest performance is the Math lowest 25th percentile. Growth for the lowest percentile is at 41% which was an increase by 3% from the prior school year. Also, overall Math learning gains were at 43% for the 18-19 school year. At this point, there is no data to support a trend in student growth.

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

Based on 2018-2019 data, science achievement declined from 68% in 17-18 to 63% in 18-19. One factor that contributed to this decline was that a large number of FSAA Biology tests were given. Although these students were successful it still negatively impacted the scored by approximately 2%. So, in some ways this decline can be misleading without providing a deeper explanation. Point of fact, 42% of the students that were administered the FSAA Biology tests scored proficient.

**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 2018-2019 data, the largest gap when compared to the state average was in the Algebra EOC. Suwannee High school had 22% of students scoring proficient compared to 61% within the state for a gap of 39%. One factor that contributes to this gap is that students take Algebra 1 and Algebra 1 Honors at the middle school level. Students who take the Algebra 1 EOC at Suwannee High School are, for the vast majority, students who have taken Algebra 1A at the middle school and Algebra 1B at the high school.

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

Based on the 2018-2019 data, ELA bottom quartile increased from 35% to 42% for a 7% increase in number of students making growth/learning gains. Math achievement increased from 39% to 46% for an increase of 7% in the number of students scoring proficient.

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

In reflecting on the EWS data one area is of potential concern. In the 2019-2020 school year, 251 students were identified as having below 90% compared to 201 students in 2018-2019.

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

1. Bottom quartile ELA
2. Bottom quartile in Math
3. Students With Disabilities subgroup performance
4. English Language Learners subgroup performance
5. Multi-Racial subgroup performance

## Part III: Planning for Improvement

### Areas of Focus:

### #1. Instructional Practice specifically relating to ELA

| | |
|---|---|
| **Area of Focus Description and Rationale:** | Based on the 2018-2019 FSA ELA data, students scored 50% in the area of ELA Achievement. Although, the area of ELA Achievement at Suwannee High School has been trending upward, the fact that only 50% of our students are scoring proficient in reading is concerning. This area of focus correlates with Goal 1 of the Suwannee County School District Strategic Plan promoting academic achievement for all students. |
| **Measurable Outcome:** | In the 2020-2021 school year, 55% of the students will score proficient on the FSA/ELA. This is increase of 5% from the 2018-2019 FSA/ELA assessment. |
| **Person responsible for monitoring outcome:** | Tammy Boggus (tamara.boggus@suwannee.k12.fl.us) |
| **Evidence-based Strategy:** | Continuation of the use of strategies to assess validity and success. |
| **Rationale for Evidence-based Strategy:** | Going into this year, it is difficult to determine what strategies implemented last year were successful. SHS will continue to identify, implement, and monitor throughout the upcoming year. |
| | Resources - STAR progress monitoring, Write Score, PSAT, Study Island, Common Lit, and classroom libraries. |

### Action Steps to Implement

1. In-depth analysis of data, including Star, PSAT, Study Island and Write Score to determine strengths, weaknesses, misconceptions, and intervention groups.
2. Collaboration of teachers during common planning and Professional Learning Communities day
3. Implementation of best practices.
4. Organized support and intervention, "Bootcamps", during common planning.
5. Professional Development on the calculation of learning gains for the 2021 test administration.
6. Professional Development "Speech to Print" Book study

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| **Person Responsible** | Tammy Boggus (tamara.boggus@suwannee.k12.fl.us) |

| **#2. Instructional Practice specifically relating to Math** |
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| **Area of Focus Description and Rationale:** | Based on the 2018-2019 FSA Math EOC data, Suwannee High School Students scored at the 22% proficient level on the Algebra 1 EOC. This score was 39% lower than the state average of 61%.This area of focus correlates with Goal 1 of the Suwannee County School District Strategic Plan promoting academic achievement for all students. |
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| **Measurable Outcome:** | In the 2020-2021 school year, 27% of the students take the Algebra 1 EOC will score proficient. This is increase of 5% from the 2018-2019 Algebra 1 EOC assessment. |
| **Person responsible for monitoring outcome:** | Tammy Boggus (tamara.boggus@suwannee.k12.fl.us) |
| **Evidence-based Strategy:** | Continuation of the use of strategies to assess validity and success. |
| **Rationale for Evidence-based Strategy:** | Going into this year, it is difficult to determine what strategies implemented last year were successful. SHS will continue to identify, implement, and monitor throughout the upcoming year.<br><br>Resources - STAR progress monitoring, PSAT, Khan Academy, Math Nation |

| **Action Steps to Implement** |
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1. In depth analysis of data, including Star, PSAT, and mastery tests to determine strengths, weaknesses, and misconceptions.
2. Collaboration of teachers during common planning and Professional Learning Communities.
3. Implementation of best practices.
4. Organized support and intervention "Bootcamps" during common planning.
5. Professional Development on the calculation of learning gains for the 2021 test administration.
6. Use of Khan Academy in conjunction with PSAT data.

| **Person Responsible** | Tammy Boggus (tamara.boggus@suwannee.k12.fl.us) |
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| #3. ESSA Subgroup specifically relating to Students with Disabilities | |
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| **Area of Focus Description and Rationale:** | The Students With Disabilities subgroup scored 33% which is below 41% on the Federal Index in the 2018-2019 school year. Specifically, the Students With Disabilities subgroup scored 17% proficient in the area of ELA Achievement and 15% proficient in the area of Mathematics Achievement. |
| **Measurable Outcome:** | The Students With Disabilities subgroup will increase in the area of ELA Achievement by 5% from 17% in 2018-2019 to 22% in 2020-2021.<br>The Students With Disabilities subgroup will increase in the area of Math Achievement by 5% from 15% in 2018-2019 to 20% in 2020-2021. |
| **Person responsible for monitoring outcome:** | Kate Bromley (kate.bromley@suwannee.k12.fl.us) |
| **Evidence-based Strategy:** | Implementation of Peers As Partners in Learning program and curriculum. |
| **Rationale for Evidence-based Strategy:** | Peers as Partners in Learning is a course designed to provide peer support for students with disabilities. It provides reciprocal academic, social and interpersonal benefits to students with and without disabilities in an inclusion setting.<br>Resources Peers as Partners in Learning Curriculum, Florida Inclusion Network support |

### Action Steps to Implement

1. Identify students to participate in the program.
2. Use curriculum developed by Florida Inclusion Network
3. Match PIT crew students with classes and areas of need.
4. Monitor student achievement with respect to grades, progress towards graduation, and standardized testing.
5. Program is being supported by FIN

**Person Responsible**   Kate Bromley (kate.bromley@suwannee.k12.fl.us)

| #4. ESSA Subgroup specifically relating to English Language Learners | |
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| **Area of Focus Description and Rationale:** | English Language Learners subgroup scored 32% which is below 41% on the Federal Index in the 2018-2019 school year. Specifically, the English Language Learners subgroup scored 10% proficient in the area of ELA Achievement and 26% proficient in the area of Mathematics Achievement. |
| **Measurable Outcome:** | The English Language Learners subgroup will increase in the area of ELA Achievement by 5% from 10% in 2018-2019 to 15% in 2020-2021. The English Language Learners subgroup will increase in the area of Math Achievement by 5% from 26% in 2018-2019 to 31% in 2020-2021. |
| **Person responsible for monitoring outcome:** | Tammy Boggus (tamara.boggus@suwannee.k12.fl.us) |
| **Evidence-based Strategy:** | English Language Learners will be supported through Spanish Speaks. |
| **Rationale for Evidence-based Strategy:** | The English Language Learner subgroup will benefit from additional supports that it receives through the Spanish Speaks course. |

## Action Steps to Implement

1. Students will be scheduled into class based on the results of the Access for ELLs assessment administered in 2019-2020.
2. Students will receive support academically, socially and with language acquisition.

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| **Person Responsible** | Tammy Boggus (tamara.boggus@suwannee.k12.fl.us) |

| #5. ESSA Subgroup specifically relating to Multi-Racial | |
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| **Area of Focus Description and Rationale:** | Multi-Racial subgroup scored 40% which is below 41% on the Federal Index in the 2018-2019 school year. Specifically, the Multi-Racial subgroup scored 27% proficient in the area of ELA Achievement and 38% proficient in the area of Mathematics Achievement. |
| **Measurable Outcome:** | The Multi-Racial subgroup will increase in the area of ELA Achievement by 5% from 27% in 2018-2019 to 32% in 2020-2021. The Multi-Racial subgroup will increase in the area of Math Achievement by 5% from 38% in 2018-2019 to 43% in 2020-2021. |
| **Person responsible for monitoring outcome:** | Tammy Boggus (tamara.boggus@suwannee.k12.fl.us) |
| **Evidence-based Strategy:** | To improve student success of this subgroup through the identification, monitoring, and support. |
| **Rationale for Evidence-based Strategy:** | By specific identification, monitoring, and support of this subgroup teachers can better serve this group of students. |

## Action Steps to Implement

1. Identification of students within this subgroup.
2. Data chats to monitor success.
3. Best practices to support student strengths and weaknesses.

**Person Responsible**    Tammy Boggus (tamara.boggus@suwannee.k12.fl.us)

| **#6. Culture & Environment specifically relating to School Safety** | |
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| **Area of Focus Description and Rationale:** | As a result of the Covid-19 Pandemic, there is a need for additional safety measures to ensure that students have a safe learning environment in which they can be successful. This area of focus correlates with Goal 2 of the Suwannee County School District Strategic Plan promoting a learning and working environment that is supportive, safe, and secure. |
| **Measurable Outcome:** | By January, 2021, 90% of the 250 Hybrid students will return to Suwannee High School. |
| **Person responsible for monitoring outcome:** | Gary Caldwell (gary.caldwell@suwannee.k12.fl.us) |
| **Evidence-based Strategy:** | Suwannee High School will increase cleaning and implement safety precautions as a result of Covid-19. |
| **Rationale for Evidence-based Strategy:** | Students are more likely to attend school and to excel academically if they feel safe in their environment. |

## Action Steps to Implement

1. The addition of person whose job is dedicated to the cleaning of common areas.
2. Disinfectant and hand sanitizer placed in each classroom.
3. Classroom are sanitized on a daily basis.
4. Use of the Vindicator disinfectant spay gun when needed.
5. Smaller class sizes where possible.
6. Social distancing where possible.

**Person Responsible** Gary Caldwell (gary.caldwell@suwannee.k12.fl.us)

| **#7. Instructional Practice specifically relating to Differentiation** | |
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| **Area of Focus Description and Rationale:** | Approximately 25% of the student population has chosen the Hybrid Model for school delivery. This area of focus correlates with Goal 3 of the Suwannee County School District Strategic Plan promoting opportunities for academic interaction with technology. |
| **Measurable Outcome:** | Students on the Hybrid model and the Traditional model will have similar outcomes with respect to academic success as measured by nine-weeks grades, and progress monitoring data. |
| **Person responsible for monitoring outcome:** | Katrina Bius (katrina.walker-bius@suwannee.k12.fl.us) |
| **Evidence-based Strategy:** | Students outcomes should be the same regardless of their choice of school format. |
| **Rationale for Evidence-based Strategy:** | Student choice for school format allows students to choose a learning environment where they feel safe and therefore more successful. Students nine-weeks grades and progress monitoring data should be similar in both models. |

### Action Steps to Implement

1. Progress monitoring data from Star for English and Math, and Performance Matters for Biology and US History
2. Monitoring grades at the end of the first 9-weeks
3. Learning Coach Observation

| **Person Responsible** | Katrina Bius (katrina.walker-bius@suwannee.k12.fl.us) |
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| **#8. -- Select below -- specifically relating to** | |
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| **Area of Focus Description and Rationale:** | |
| **Measurable Outcome:** | |
| **Person responsible for monitoring outcome:** | Tammy Boggus (tamara.boggus@suwannee.k12.fl.us) |
| **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.

**SHS will continue to monitor EWS data with regards to student attendance.**

## 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.

Stakeholder relationship building will take place through our School Advisory Committee (SAC). This committee allows all stakeholders the opportunity to engage in the various processes of the school. Further, the SAC aides in showcasing student works and achievements. Through SAC, the school is also able to provide needed assistance to students and parents with events related to Financial Aid and NCAA Clearinghouse.

Suwannee High School also builds a positive school culture and environment through clear communication. Suwannee High School provides and updates a wide range of information through a variety of social media platforms including SHS website, SHS Facebook page, Remind, Canvas. In addition, we provide a weekly Robo call out.

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

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