

Suwannee County Schools

Suwannee Middle School



2020-21 Schoolwide Improvement Plan

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Suwannee Middle School

1730 WALKER AVE SW, Live Oak, FL 32064

sms.suwannee.k12.fl.us

Demographics

Principal: Laura Williams

Start Date for this Principal: 2/12/2019

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 6-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2019-20 Title I School | Yes |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 95% |
| 2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: C (53%) 2017-18: C (49%) 2016-17: C (53%) 2015-16: C (48%) |
| 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Suwannee Middle School

1730 WALKER AVE SW, Live Oak, FL 32064

sms.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) |
|--|------------------------|--|
| Middle School 6-8 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 46% |

School Grades History

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

School Board Approval

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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.

Come in as a Bullpup and leave as a Bulldog!
Preparing Students For a Successful and Purposeful Life!

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 Pride
P-eople are valued and appreciated in the school and community
R-igor is embedded in all areas of the curriculum
I-ntegrity is expected and recognized
D-etermination is exhibited by students and staff
E-xcellence is strived for daily

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 |
|---------------------|---------------------|---------------------------------|
| Williams, Laura | Principal | |
| Herring, Misty | School Counselor | |
| Bonds, Alan | Dean | |
| Abercrombie, Hunter | Assistant Principal | |
| Boatright, Kimberly | Dean | |
| Boatright, Laura | School Counselor | |

Demographic Information

Principal start date

Tuesday 2/12/2019, Laura Williams

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.*

5

Total number of teacher positions allocated to the school

50

Demographic Data

| | |
|--|---|
| 2020-21 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 6-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2019-20 Title I School | Yes |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 95% |
| 2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: C (53%) 2017-18: C (49%) 2016-17: C (53%) 2015-16: C (48%) |
| 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 | 325 | 327 | 343 | 0 | 0 | 0 | 0 | 995 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 53 | 38 | 0 | 0 | 0 | 0 | 132 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 4 | 0 | 0 | 0 | 0 | 7 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 9 | 19 | 0 | 0 | 0 | 0 | 31 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 23 | 27 | 0 | 0 | 0 | 0 | 61 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 69 | 79 | 82 | 0 | 0 | 0 | 0 | 230 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 84 | 108 | 97 | 0 | 0 | 0 | 0 | 289 |

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 | 60 | 82 | 82 | 0 | 0 | 0 | 0 | 224 |

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 | 3 | 5 | 2 | 0 | 0 | 0 | 0 | 10 |

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 | 367 | 375 | 336 | 0 | 0 | 0 | 0 | 1078 | |
| 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 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 367 | 375 | 336 | 0 | 0 | 0 | 0 | 1078 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 34 | 31 | 0 | 0 | 0 | 0 | 87 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 71 | 82 | 74 | 0 | 0 | 0 | 0 | 227 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 44 | 53 | 46 | 0 | 0 | 0 | 0 | 143 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 192 | 201 | 177 | 0 | 0 | 0 | 0 | 570 | |

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 | 89 | 107 | 88 | 0 | 0 | 0 | 0 | 284 | |

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 | 5 | 2 | 6 | 0 | 0 | 0 | 0 | 13 |

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 | 45% | 45% | 54% | 47% | 47% | 52% |
| ELA Learning Gains | 44% | 44% | 54% | 48% | 48% | 54% |
| ELA Lowest 25th Percentile | 37% | 37% | 47% | 37% | 37% | 44% |
| Math Achievement | 45% | 45% | 58% | 45% | 45% | 56% |
| Math Learning Gains | 50% | 50% | 57% | 51% | 51% | 57% |
| Math Lowest 25th Percentile | 44% | 44% | 51% | 48% | 48% | 50% |
| Science Achievement | 54% | 54% | 51% | 56% | 56% | 50% |
| Social Studies Achievement | 71% | 71% | 72% | 69% | 69% | 70% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | Total |
|-----------|-----------------------------------|-----|-----|-------|
| | 6 | 7 | 8 | |
| | (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 |
| 06 | 2019 | 42% | 46% | -4% | 54% | -12% |
| | 2018 | 39% | 41% | -2% | 52% | -13% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 42% | 42% | 0% | 52% | -10% |
| | 2018 | 43% | 44% | -1% | 51% | -8% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | 3% | | | | |
| 08 | 2019 | 48% | 47% | 1% | 56% | -8% |
| | 2018 | 51% | 51% | 0% | 58% | -7% |
| Same Grade Comparison | | -3% | | | | |
| Cohort Comparison | | 5% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | 39% | 45% | -6% | 55% | -16% |
| | 2018 | 33% | 38% | -5% | 52% | -19% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 45% | 50% | -5% | 54% | -9% |
| | 2018 | 40% | 44% | -4% | 54% | -14% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | 12% | | | | |
| 08 | 2019 | 31% | 30% | 1% | 46% | -15% |
| | 2018 | 20% | 19% | 1% | 45% | -25% |
| Same Grade Comparison | | 11% | | | | |
| Cohort Comparison | | -9% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2019 | 52% | 52% | 0% | 48% | 4% |
| | 2018 | 56% | 54% | 2% | 50% | 6% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | 0% | 64% | -64% | 65% | -65% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 70% | 68% | 2% | 71% | -1% |
| 2018 | 60% | 61% | -1% | 71% | -11% |
| Compare | | 10% | | | |
| 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 | 82% | 44% | 38% | 61% | 21% |

| ALGEBRA EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 72% | 45% | 27% | 62% | 10% |
| Compare | | 10% | | | |
| 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 |
| SWD | 20 | 32 | 29 | 23 | 40 | 39 | 22 | 46 | | | |
| ELL | 13 | 29 | 35 | 22 | 40 | 48 | 6 | 50 | | | |
| BLK | 29 | 33 | 36 | 25 | 37 | 38 | 28 | 59 | 73 | | |
| HSP | 41 | 46 | 39 | 41 | 49 | 48 | 51 | 65 | 89 | | |
| MUL | 42 | 52 | | 26 | 41 | | 42 | | | | |
| WHT | 52 | 47 | 35 | 54 | 56 | 47 | 64 | 80 | 89 | | |
| FRL | 39 | 41 | 35 | 38 | 45 | 43 | 50 | 64 | 76 | | |
| 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 | 22 | 35 | 29 | 21 | 42 | 41 | 20 | 39 | | | |
| ELL | 17 | 38 | 42 | 27 | 38 | 33 | 29 | 38 | | | |
| BLK | 27 | 39 | 30 | 19 | 31 | 34 | 20 | 38 | 63 | | |
| HSP | 40 | 45 | 43 | 41 | 44 | 37 | 51 | 62 | 76 | | |
| MUL | 39 | 36 | | 29 | 31 | 40 | | 62 | | | |
| WHT | 53 | 50 | 40 | 47 | 46 | 40 | 69 | 70 | 75 | | |
| FRL | 41 | 44 | 39 | 39 | 42 | 37 | 53 | 60 | 69 | | |
| 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 | 11 | 36 | 33 | 13 | 35 | 33 | 6 | 37 | | | |
| ELL | 15 | 33 | 38 | 19 | 43 | 46 | 20 | 55 | | | |
| BLK | 29 | 43 | 30 | 26 | 44 | 44 | 30 | 55 | 40 | | |
| HSP | 43 | 42 | 42 | 40 | 48 | 48 | 49 | 74 | 77 | | |
| MUL | 35 | 42 | | 33 | 40 | | | | | | |
| WHT | 53 | 52 | 38 | 53 | 54 | 51 | 65 | 72 | 80 | | |
| FRL | 38 | 45 | 37 | 38 | 50 | 49 | 43 | 59 | 64 | | |

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 | 53 |
| 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 | 53 |
| Total Points Earned for the Federal Index | 529 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 31 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 2 |
| English Language Learners | |
| Federal Index - English Language Learners | 33 |
| 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 | 40 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |

| Hispanic Students | |
|--|-----|
| Federal Index - Hispanic Students | 52 |
| 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 | 41 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| 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 | 58 |
| 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 | 48 |
| 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.

The data component that showed the lowest performance was the ELA Learning Gains (Lowest Quartile). ELA will be the area that we work on as a school-wide effort during the 19-20 school year. The contributing factors to the low performance include teaching areas of want instead of areas of need, low student engagement in the ELA classroom, and teaching ELA in isolation (only in the ELA classroom). The ELA FSA Learning Gains scores show a trend of non-movement, or decreasing scores, for at least the last 4 years.

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

ELA learning gains showed the greatest decline from the prior year. The contributing factors to the decline in performance included teaching areas of want instead of areas of need, low student engagement in the ELA classroom, and teaching ELA in isolation (only in the ELA classroom). The ELA FSA Learning Gains scores show a trend of non-movement, or decreasing scores, for at least the last 4 years.

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.

The 6th grade math data had the greatest gap when compared to the state average. The trend at Suwannee Middle is a decline from 5th to 6th grade, and then an increase from 6th to 7th grade. We predict that the change from 5th grade in one classroom all day, to 6th grade where students change classes every 50 minutes, may be a partial factor for why this occurs.

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

The data component that showed the most improvement was Middle School Acceleration, followed closely by Social Studies Achievement. An increased emphasis on teaching the standards, progress monitoring, and continued spiral reviews helped to increase achievement in these areas. Another contributing factor was hiring and moving key players to teach these subjects.

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

Students scoring level 1 on the statewide reading and math assessments are the greatest areas of concern.

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

1. Increase the academic achievement of students with disabilities.
2. Increase the academic achievement of English Language Learners.
3. Increase the academic achievement of African American students.
4. Ensure that the learning and working environments at SMS are supportive, safe, and secure-improve discipline.
5. Increase reading proficiency and learning gains at SMS.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus
Description and Rationale: Students with disabilities continue to be an area of focus at Suwannee Middle School. The SMS Federal Index for students with disabilities is 31%, and the threshold set by state is 41%.

Measurable Outcome: The student with disabilities state testing results will increase by 4%.

Person responsible for monitoring outcome: Laura Williams (laura.williams@suwannee.k12.fl.us)

Evidence-based Strategy: Certified, highly-effective ESE teachers will be scheduled to ensure fidelity of compliance with IEP's, to ensure that individual needs are met, and to ensure that students are engaged in their general education classroom setting.

Rationale for Evidence-based Strategy: By utilizing certified, highly-effective ESE teachers, we will ensure that competent, passionate, and qualified teachers are teaching in this area of great need. These teachers will ensure that IEP's are followed and will help their students to have success in the general education setting.

Action Steps to Implement

1. Monitor the progress of ESE inclusion students utilizing iReady progress monitoring and classroom, standards-based assessments. IEP goals will be monitored for fidelity as well.

Person Responsible Laura Williams (laura.williams@suwannee.k12.fl.us)

#2. ESSA Subgroup specifically relating to English Language Learners

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|---|---|
| Area of Focus Description and Rationale: | English Language Learners (ELL's) continue to be an area of focus as identified by the state. The Federal Index at SMS for English Language Learners is 33%, while the threshold for ELL's is at 41%. |
| Measurable Outcome: | ELL students will increase in the Federal Index for English Language Learners by 5%. |
| Person responsible for monitoring outcome: | Laura Williams (laura.williams@suwannee.k12.fl.us) |
| Evidence-based Strategy: | Teachers will provide inquiry-based lessons with dialogue and writing strategies, utilize their ELL paraprofessional to enhance the instructional environment, and analyze their ACCESS for ELL reports to identify areas of need. |
| Rationale for Evidence-based Strategy: | By providing lessons that support language acquisition, utilizing the ELL paraprofessionals effectively, and understanding their students individual needs, ELL teachers will help their students to increase English language proficiency and increase achievement on state testing, |
| Action Steps to Implement | |
| <ol style="list-style-type: none"> 1. Provide ELL teachers with ACCESS for ELL student reports 2. Schedule ELL paraprofessionals to work with students identified as Tier A on the ACCESS for ELL reports 3. Provide professional development to teachers utilizing a book study developed by Curriculum Coordinators Kelli Williams and Keith Stavig. The book used for the professional development will be Differentiation in Middle and High School: Strategies to Engage All Learners, by Doubet and Hockett. | |
| Person Responsible | Laura Williams (laura.williams@suwannee.k12.fl.us) |

#3. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale: Increase the academic achievement of African American students. The Federal Index for African American Students at SMS is 40%, with the threshold identified by the state is 41%.

Measurable Outcome: African American students will increase FSA ELA proficiency by 4%.

Person responsible for monitoring outcome: Laura Williams (laura.williams@suwannee.k12.fl.us)

Evidence-based Strategy: Teachers will have subgroup discussions in their PLC's, analyzing trends in data and researching methods for improvement.

Rationale for Evidence-based Strategy: Increasing our awareness that there is an achievement gap, and researching methods to close the gap is the first step towards increasing learning.

Action Steps to Implement

1. Monitor the progress of African American students throughout the year and adjust instruction when needed.

Person Responsible: Laura Williams (laura.williams@suwannee.k12.fl.us)

#4. Culture & Environment specifically relating to School Safety

Area of Focus Description and Rationale: Ensure that the learning and working environments at SMS are supportive, safe, and secure. Students will work more efficiently if they feel safe and protected. Every year we strive to become a safer environment.

Measurable Outcome: We will add additional cameras at SMS this year to monitor school-wide safety. A critical piece in a crisis is to have a quality camera system in place. We will show multiple people how to operate the cameras so that we can have up-to-date information from around the campus.

Person responsible for monitoring outcome: Hunter Abercrombie (thomas.abercrombie@suwannee.k12.fl.us)

Evidence-based Strategy: Work with Facilities and IT to install multiple cameras in areas around campus that do not have cameras, especially in and around the gym.

Rationale for Evidence-based Strategy: We have had several critical instances in the gym that we would have liked to have reviewed if we had a camera system in place in there. If an incident were occurring in the gym, such as an armed assailant, we would not be able to communicate with anyone about what we see on the cameras.

Action Steps to Implement

Cameras will be purchased and installed in the gym.

Person Responsible: Hunter Abercrombie (thomas.abercrombie@suwannee.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

SMS will work towards improving ELA and Math FSA scores for the 2020-2021 school year. The past 5 months have been very hard on our students, and we have found that they have such a desire to learn and grow now that they have come back to school. We are striving to provide an environment for students where they feel safe and protected. We are working on forming relationships with our students that will last much longer than the school year will. We are working on building students self-esteem and fostering their love of learning. We believe that our students will grow if they want to be at school, and if we can make school fun. We have put less emphasis on the state test and on data, and more emphasis on building our students up and encouraging them. By building strong relationships with the students at our school, we believe that our students will grow exponentially.

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.

SMS values positive relationships throughout the community. We have many active clubs, sports, and organizations which depend on community support. If you attend any FFA event, sports game, or club initiation, you will see a building full of interested parents and community members. Our Drama Club offers an online production that families can view on YouTube from near and far. SMS has a SAC committee that will provide meaningful and important information to parents during the 20-21 school year, including school and internet safety, health concerns, club information and presentations, and much more. We offer a parent resource center in our office where parents can login to a computer and access FOCUS or any other program. SMS participates in many community fundraisers throughout the year, including Dairy Queen, Big Wood, Zaxby's, Moe's, and more. This community works together to support the local schools. Further, we work closely with the Sheriffs Department and the Health Department to ensure that our campus is safe, and to address areas of concern throughout the campus. We also communicate and work closely with the high school, Suwannee High School, to which we are a feeder school. We try to share the same goals and visions throughout the two schools. We offer courses that will help the students meet graduation requirements when we can. We feed into their programs as much as possible. We know it is important that the community sees that we are a united front.

Parent Family and Engagement Plan (PFEP) Link

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