

Suwannee County Schools

Suwannee Pineview Elementary



2020-21 Schoolwide Improvement Plan

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Suwannee Pineview Elementary

1748 S OHIO AVE, Live Oak, FL 32064

ses.suwannee.k12.fl.us

Demographics

Principal: Amy Boggus

Start Date for this Principal: 6/1/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	100%
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: A (73%) 2017-18: A (73%) 2016-17: A (74%) 2015-16: B (56%)
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 Pineview Elementary

1748 S OHIO AVE, Live Oak, FL 32064

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>49%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

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

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.

The family at Suwannee Pineview Elementary collaborates for academic and social excellence creating a learning environment in all subject areas throughout our building. We promote life skills to respect ourselves and others in a safe and loving environment.

Provide the school's vision statement.

Suwannee Pineview Elementary will be a school 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, Amy	Principal	<ul style="list-style-type: none"> * (1) Provide instructional leadership and supervision for student achievement. * (2) Manage and administer the development, implementation and assessment of the instructional program at the assigned school. * (3) Utilize current research, outside resources, performance data and feedback from students, teachers, parents and the community to make decisions related to improvement of instruction and student performance. * (4) Promote high student achievement. * (5) Coordinate program planning with District instructional staff. * (6) Supervise the selection of textbooks, materials and equipment. * (7) Supervise the testing program for the school. * (8) Align school initiatives with district, state and school goals. * (9) Establish and coordinate procedures for students, teachers, parents and the community to evaluate curriculum. * (10) Direct the development of the school's schedule and assign teachers according to identified needs. * (11) Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system. * (12) Provide leadership in the effective use of technology in the classroom. * (13) Facilitate, monitor and coordinate the implementation of ESOL programs and services for schools designated as ESOL centers. * (14) Facilitate, monitor and coordinate the implementation of Pre-Kindergarten programs and services at designated sites. <p>Personnel Action Services</p> <ul style="list-style-type: none"> * (15) Supervise the establishment and maintenance of individual professional development plans for each instructional employee. * (16) Interview and select qualified personnel to be recommended for employment. * (17) Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. * (18) Implement and administer negotiated employee contracts at the school site. * (19) Assign and supervise school personnel to special projects for the enhancement of student learning. * (20) Establish job assignments for school-site administrators, teachers and support personnel. * (21) Develop and administer duty rosters for certificated and non-certificated staff as required. * (22) Manage and administer personnel development through training, in-service and other developmental activities. * (23) Provide training opportunities and feedback to personnel at the assigned school. <p>School Operations/Delivery Systems</p> <ul style="list-style-type: none"> * (24) Supervise the operation and management of all activities and functions at the assigned school. * (25) Develop positive school/community relations and act as liaison between the school and community. * (26) Access, analyze, interpret and use data in decision-making. * (27) Establish procedures for an accreditation program and monitor accreditation standards at the assigned school. * (28) Coordinate school maintenance and facility needs and monitor progress toward meeting those needs. * (29) Monitor the custodial program at the school to ensure a clean, healthy and

Name	Title	Job Duties and Responsibilities
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safe learning environment.

*(30) Supervise the orderly movement and safety of transportation services on school grounds.

*(31) Manage and supervise the school's financial resources including the preparation and disbursement of the school's budgets and internal accounts.

*(32) Establish and manage accurate student accounting and attendance procedures at the assigned school.

*(33) Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.

*(34) Communicate, through proper channels, to keep the Superintendent informed of pending problems or events of unusual nature.

*(35) Direct the establishment of adequate property inventory records and ensure the security of school property.

*(36) Implement the School Board policies, state statutes and federal regulations as they pertain to the assigned school.

*(37) Supervise the preparation and maintenance of accurate and timely reports and records.

Student Support Services

*(38) Establish school guidelines and enforce District guidelines for proper student conduct with implementation of disciplinary procedures and policies that ensure a safe and orderly environment.

*(39) Facilitate a program of family and community involvement.

*(40) Supervise the school guidance program and services to ensure that individual student educational and developmental needs are met.

*(41) Establish procedures to be used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.

*(42) Coordinate the supervision of all extracurricular programs at the assigned school.

*(43) Approve all school-sponsored activities and maintain a calendar of all school events.

*(44) Maintain visibility and accessibility on the school campus.

*(45) Attend school-related activities and events.

Personal/Professional Employee Qualities

*(46) Participate in county-wide management meetings and other meetings and activities appropriate for professional development.

*(47) Communicate effectively, both orally and in writing, with parents, students, teachers and the community.

*(48) Model effective listening and positive interaction skills.

*(49) Maintain and model high standards of professional conduct.

*(50) Set high goals and standards for self, others and the organization.

*(51) Keep abreast of trends and changes in educational programs and procedures.

*(52) Participate in developing the strategic plan, school calendar, staffing plan and other district-level activities as required.

Leadership

*(53) Provide leadership in the school improvement process, implementation of the school improvement plan and the School Advisory Council.

*(54) Establish a vision and mission for the school in collaboration with key stakeholders.

*(55) Exercise proactive leadership in promoting the vision and mission of the

Name	Title	Job Duties and Responsibilities
		<p>District.</p> <ul style="list-style-type: none"> *(56) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment. *(57) Access District and community resources to meet school needs. *(58) Anticipate problems and difficult situations and plan appropriately to handle them. *(59) Act quickly to stop possible breaches of safety, ineffective procedures and/or interference with operations. *(60) Provide recognition and celebration for staff, student and school accomplishment. *(61) Build teams to accomplish plans, goals and priorities. *(62) Promote and market the school and its priorities. (63) Perform other tasks consistent with the goals and objectives of this position. (64) Shall assume additional responsibilities as assigned by the Superintendent.
Davis, Perry	Assistant Principal	<p>Instructional Program Leadership/Development</p> <ul style="list-style-type: none"> * (1) Provide instructional leadership and supervision for student achievement. * (2) Design short- and long-range plans related to the instructional program using District guidelines, current research, performance data and feedback from students, staff and parents. * (3) Implement an appropriate instructional program to include basic instruction areas and related support services in guidance and media. * (4) Assist classroom teachers in the interpretation of the requirements of the District instructional program and the development of procedures to meet individual student needs. * (5) Communicate, through staff meetings and written material, information that will keep staff informed of curriculum policies, procedures, changes and updates. * (6) Assist with the administration and coordination of student instructional support programs. * (7) Provide assistance to District staff in the development and interpretation of the district instructional program. * (8) Provide assistance to District staff with regard to the Pupil Progression Plan. <p>Personnel Action Services</p> <ul style="list-style-type: none"> * (9) Assist with the interview and selection of personnel to be recommended for employment as required. *(10) Assist in the orientation of new teaching personnel. *(11) Coordinate the staff development program at the school as assigned. *(12) Provide training programs and feedback to instructional personnel as required. *(13) Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. <p>School Operations/Delivery Systems</p> <ul style="list-style-type: none"> *(14) Collaborate with school and District staff on the development and implementation of District curriculum initiatives. *(15) Provide for the development of the master schedule. *(16) Coordinate and monitor test administration. *(17) Coordinate the selection, requisition and use of all instructional materials. *(18) Supervise the preparation and maintenance of all required reports and records.

Name	Title	Job Duties and Responsibilities
		<p>*(19) Provide assistance to the principal in the formulation and implementation of general school policies and regulations.</p> <p>*(20) Provide assistance to the principal in the establishment and maintenance of good public relations and promotion of student and staff morale.</p> <p>*(21) Assist, as needed, with disciplinary issues.</p> <p>*(22) Keep principal informed of potential problems or unusual events.</p> <p>Student Support Services</p> <p>*(23) Assist teachers to ensure that individual student educational and developmental needs are addressed.</p> <p>*(24) Monitor scope and sequence of curriculum offered at school to ensure that student growth/achievement is continuous and appropriate for age group to assist in meeting needs of students.</p> <p>*(25) Consult with parents, teachers and other school staff to assist in meeting needs of students.</p> <p>*(26) Work with parents to resolve complaints or concerns.</p> <p>*(27) Maintain visibility and accessibility on the school campus.</p> <p>*(28) Attend school-related activities and events as required.</p> <p>Personal/Professional Employee Qualities</p> <p>*(29) Participate in county-wide management meetings and other meetings and activities appropriate for professional development.</p> <p>*(30) Communicate effectively, both orally and in writing, with students, parents, teachers, District personnel and the community.</p> <p>*(31) Model effective listening and positive interaction skills.</p> <p>*(32) Set high goals and standards for self, others and the organization.</p> <p>*(33) Model and maintain high standards of professional conduct.</p> <p>*(34) Keep abreast of trends and changes in educational programs and procedures.</p> <p>*(35) Complete all required reports and maintain all appropriate records.</p> <p>Leadership</p> <p>*(36) Assist in the building of teams to accomplish plans, goals and priorities.</p> <p>*(37) Assess community and District resources to meet school needs.</p> <p>*(38) Follow procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.</p> <p>*(39) Act quickly to stop possible breaches of safety, ineffective procedures or interference with operations.</p> <p>*(40) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</p> <p>(41) Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>(42) Shall assume additional responsibilities as assigned by the Superintendent.</p>

Demographic Information

Principal start date

Tuesday 6/1/2010, Amy Boggus

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.*

2

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

31

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	100%
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: A (73%) 2017-18: A (73%) 2016-17: A (74%) 2015-16: B (56%)
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	91	114	91	108	106	89	0	0	0	0	0	0	0	599
Attendance below 90 percent	19	38	35	24	34	24	0	0	0	0	0	0	0	174
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	5	7	0	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	2	4	1	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	8	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	10	0	0	0	0	0	0	0	13

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	3	8	8	0	0	0	0	0	0	0	19

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	9	3	1	1	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/26/2020

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	354	372	0	0	0	0	0	0	0	0	0	726
Attendance below 90 percent	0	0	31	36	0	0	0	0	0	0	0	0	0	67
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	24	0	0	0	0	0	0	0	0	0	24

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	6	0	0	0	0	0	0	0	0	0	6

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	27	26	0	0	0	0	0	0	0	0	0	53
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3

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	354	372	0	0	0	0	0	0	0	0	0	726
Attendance below 90 percent	0	0	31	36	0	0	0	0	0	0	0	0	0	67
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	24	0	0	0	0	0	0	0	0	0	24

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	6	0	0	0	0	0	0	0	0	0	6

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	27	26	0	0	0	0	0	0	0	0	0	53
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3

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	53%	53%	57%	50%	50%	55%
ELA Learning Gains	85%	64%	58%	100%	68%	57%
ELA Lowest 25th Percentile	0%	50%	53%	0%	47%	52%
Math Achievement	60%	55%	63%	56%	57%	61%
Math Learning Gains	95%	64%	62%	88%	70%	61%
Math Lowest 25th Percentile	0%	31%	51%	0%	48%	51%
Science Achievement	0%	48%	53%	0%	34%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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	52%	56%	-4%	58%	-6%
	2018	54%	55%	-1%	57%	-3%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		-54%				
05	2019					
	2018					
Cohort Comparison		0%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	61%	-3%	62%	-4%
	2018	60%	63%	-3%	62%	-2%
Same Grade Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		-60%				
05	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						

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	32			35							
ELL	20			49							
BLK	39			44							
HSP	44			55							
MUL	56			50							
WHT	63			69							
FRL	48	89		55	94						
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	27			33							
ELL	40			57							
BLK	39			47							
HSP	41			58							
MUL	57			71							
WHT	69			71							
FRL	53	88		61	82						
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	21			30							
ELL	16			43							

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
BLK	38			42							
HSP	35			52							
MUL	42			58							
WHT	63			64							
FRL	42	100		49	92						

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	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	34
Total Points Earned for the Federal Index	327
Total Components for the Federal Index	5
Percent Tested	100%

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	34
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	42
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	44
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	53
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	66
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	63
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 18-19 data shows that ELA Achievement is where we have the lowest performance. Our lowest strand for ELA continues to be Integration of Knowledge and Ideas, however, this area was up from 17-18 school year. This is not longitudinal data. It is based on a different group of students each year..

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

The data shows that ELA Achievement had the greatest decline, as well as our ELL students in ELA dropped in proficiency from 2018 to 2019. Again, this not longitudinal data, it is based on a different group of students each year.

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 data component with the greatest gap when compared to the state average is math proficiency. There is a 3% difference between the school and state.

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

Our learning gains in math during 18-19 showed the most improvement. Our learning gains were 83% in 2018 and 93% in 2019. This is not longitudinal data. It is based on a different group of students each year.

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

The number of 5th grade students that scored a level 1 on ELA and /or math.

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

1. Increase academic achievement with a focus on students of diverse backgrounds and abilities (ELL and SWD).
2. Increase academic achievement through the increased use of innovative, high-yield strategies.
3. Decrease discipline incidents to promote a positive school environment.
4. Increase student, parent and teacher use of technology as an instructional and communication tool.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus
Description and Rationale: Increase academic achievement with a focus on students of diverse backgrounds and abilities. Based on data from our school report card, one of the the two underperforming subgroups is our English Language Learners (ELL).

Measurable Outcome: Increase proficiency of ELL students to at least 41%.

Person responsible for monitoring outcome: Amy Boggus (amy.boggus@suwannee.k12.fl.us)

Evidence-based Strategy: We will utilize our Academic Coach/Support Facilitator and an ELL para for additional support for students that are striving and have a previous retention in reading and math; utilize a data room to monitor progress of ELL students; Other students will benefit from this monitoring, as well; monthly professional development that will provide strategies for teachers to use with ELL students.

Rationale for Evidence-based Strategy: Increase support for teachers and students. FSA data and progress monitoring data.

Action Steps to Implement

1. Create a schedule for academic coach/support facilitator/ELL para.

Person Responsible Perry Davis (perry.davis@suwannee.k12.fl.us)

Meet monthly to monitor student data and create action steps.

Person Responsible Amy Boggus (amy.boggus@suwannee.k12.fl.us)

Schedule monthly professional development with district coordinators.

Person Responsible Amy Boggus (amy.boggus@suwannee.k12.fl.us)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Increase academic achievement with a focus on students of diverse backgrounds and abilities. Based on data from our school report card, the second underperforming subgroup is our Students with Disabilities (SWD).

Measurable Outcome: Increase the proficiency of SWD to at least 41%.

Person responsible for monitoring outcome: Amy Boggus (amy.boggus@suwannee.k12.fl.us)

Evidence-based Strategy: We will utilize our Academic Coach/Support Facilitator and para for additional support for students that are striving and have a previous retention in reading and math; utilize a data room to monitor progress of SWD; monthly professional development for teachers to help provide strategies for SWD and striving students.

Rationale for Evidence-based Strategy: Increase support for teachers and students. FSA data and progress monitoring.

Action Steps to Implement

Create a schedule for support facilitator and para.

Person Responsible Amy Boggus (amy.boggus@suwannee.k12.fl.us)

Meet monthly to monitor student data and create action steps.

Person Responsible Perry Davis (perry.davis@suwannee.k12.fl.us)

Schedule montly professional development with district coordinators.

Person Responsible Amy Boggus (amy.boggus@suwannee.k12.fl.us)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Increase academic achievement through the increased use of innovative, high-yield strategies. Based on previous data of 4th and 5th grade students, science and math are two of the lowest areas.

Measurable Outcome: Increase science and math proficiency to at least 48%.

Person responsible for monitoring outcome: Amy Boggus (amy.boggus@suwannee.k12.fl.us)

Evidence-based Strategy: We will implement weekly STEM labs in grades K-5 with an integration of ELA, math and science with technology; Friday clubs will include a variety of technology and project-based learning that incorporates the engineering and design process.

Rationale for Evidence-based Strategy: Increase critical thinking skills in all students.

Action Steps to Implement

Create STEM schedules and Friday club "Exploration Stations" schedules.

Person Responsible Amy Boggus (amy.boggus@suwannee.k12.fl.us)

Implementation of the Five C's of SPE: Communication, Collaboration, Creativity, Critical Thinking and Content.

Person Responsible Amy Boggus (amy.boggus@suwannee.k12.fl.us)

#4. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Decrease discipline incidents to promote a positive school environment. During the 2019-20 school year, 205 discipline incidents were reported and 28 students were suspended one or more days.

Measurable Outcome: Reduce the number of discipline incidents and suspensions.

Person responsible for monitoring outcome: Perry Davis (perry.davis@suwannee.k12.fl.us)

Evidence-based Strategy: Implementation of Safety Patrol for 4th/5th grade students; character education student of the month; class challenge at PE with character education and anti-bullying education; school-wide, proactive Positive Behavior Support plan; the use of a school-wide behavior management flowchart; Student support team meetings with parents, teachers, guidance, administrators and MTSS coordinator.

Rationale for Evidence-based Strategy: To promote a positive school environment so all students can learn and feel safe.

Action Steps to Implement

Be proactive with a school-wide Positive Behavior Support plan.

Person Responsible Perry Davis (perry.davis@suwannee.k12.fl.us)

Implement Safety Patrol for 4th/5th grade students.

Person Responsible Amy Boggus (amy.boggus@suwannee.k12.fl.us)

Teacher character education and anti-bullying classes.

Person Responsible Amy Boggus (amy.boggus@suwannee.k12.fl.us)

#5. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Increase student, parent and teacher use of technology as an instructional and communication tool.

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.

N/A

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.

We will build positive relationships with parents, families and other community stakeholders through the following activities as allowed following social distancing guidelines: Back to School Drive through event with school supplies; Meet Your teacher at various times and days; Open House/Parent Nights; Dairy Queen nights, family book fair events; Dad's Day; Veteran's Day event; Literacy Night; Mom's Day; End of Year Awards; APT and SAC meetings.

Parent Family and Engagement Plan (PFEP) Link

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