

Suwannee County Schools

Suwannee Virtual School



2020-21 Schoolwide Improvement Plan

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Suwannee Virtual School

305 PINEWOOD DR SW, Live Oak, FL 32064

suwanneevirtual.sites.thedigitalbell.com

Demographics

Principal: Angelia Stuckey

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students White Students*
School Grades History	2018-19: C (46%) 2017-18: I (%) 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Virtual School

305 PINEWOOD DR SW, Live Oak, FL 32064

suwanneevirtual.sites.thedigitalbell.com

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2019-20	2018-19	2017-18
Grade	I	C	I

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<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.

District Mission

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

Suwannee Virtual School's mission is to provide flexible options for all students to meet their educational needs on a pathway to individual success.

Provide the school's vision statement.

District Vision

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

The vision for Suwannee Virtual School is to have students establish goals for their future and assist them as they develop a plan to achieve those goals.

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
Braun, Karen	Assistant Principal	The principal and assistant principal recruit highly qualified teachers and provide professional development and feedback for teachers. While monitoring progress toward achieving SIP goals the assistant principal ensures that policy and procedures are in place. She also enrolls students, and facilitates conferences involving the teacher and the student including parents. In addition, both monitor and mentor students who meet the requirements of the early warning system.
Stuckey, Angelia	Principal	The principal and assistant principal recruit highly qualified teachers and provide professional development and feedback for teachers, monitor progress toward achieving SIP goals, ensure policy and procedures are in place, enroll students, and facilitate conferences involving the teacher and the student including parents. In addition, both monitor and mentor students who meet the requirements of the early warning system.
Garbett, Lisa	School Counselor	The guidance counselor facilitates conferences involving the teacher and the student including parents to discuss the student's academic and social life both during the present school year as well as the years to come. In addition, the guidance counselor monitors and mentors students who meet the requirements of the early warning system. She provides social-emotional as well as academic support. She conducts progress monitoring activities, coordinates and implements FSA and EOC testing administrations, evaluates high school credits and makes graduation pathways and plans.

Demographic Information

Principal start date

Monday 7/1/2019, Angelia Stuckey

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

0

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

6

Total number of teacher positions allocated to the school

9

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12

Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
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2019-20 School Improvement (SI) Information*	
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Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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	7	7	14	15	19	17	13	15	14	19	13	7	1	161	
Attendance below 90 percent	1	1	5	6	4	3	6	5	3	4	5	2	0	45	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	1	1	0	0	3	1	0	6	
Course failure in Math	0	0	0	0	0	1	1	2	2	0	2	1	0	9	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	2	4	2	3	4	3	1	0	22	
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	4	4	1	3	5	4	1	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	0	2	3	5	3	3	2	5	2	0	25

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	1	1	1	0	0	0	0	0	0	1	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	1	0	2

Date this data was collected or last updated

Thursday 9/10/2020

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	3	5	7	3	5	13	13	18	0	0	0	0	0	67
Attendance below 90 percent	0	0	0	0	0	1	0	1	3	0	0	0	0	5
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	1	0	0	0	0	0	1	1	3
Level 1 on statewide assessment	0	0	0	1	1	1	0	1	2	0	1	2	1	10

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	1	0	0	1	0	0	1	1	4

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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	3	5	7	3	5	13	13	18	0	0	0	0	0	67
Attendance below 90 percent	0	0	0	0	0	1	0	1	3	0	0	0	0	5
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	1	0	0	0	0	0	1	1	3
Level 1 on statewide assessment	0	0	0	1	1	1	0	1	2	0	1	2	1	10

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	1	0	0	1	0	0	1	1	4

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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	59%	53%	61%	0%	49%	57%
ELA Learning Gains	35%	54%	59%	0%	51%	57%
ELA Lowest 25th Percentile	0%	40%	54%	0%	38%	51%
Math Achievement	45%	55%	62%	0%	53%	58%
Math Learning Gains	43%	57%	59%	0%	57%	56%
Math Lowest 25th Percentile	0%	47%	52%	0%	47%	50%
Science Achievement	0%	64%	56%	0%	55%	53%
Social Studies Achievement	0%	64%	78%	0%	74%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	56%	-56%	58%	-58%
	2018					
Cohort Comparison						
04	2019	0%	48%	-48%	58%	-58%
	2018					
Cohort Comparison		0%				
05	2019	0%	47%	-47%	56%	-56%
	2018					
Cohort Comparison		0%				
06	2019	0%	46%	-46%	54%	-54%
	2018	0%	41%	-41%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	42%	-42%	52%	-52%
	2018	0%	44%	-44%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019					
	2018	0%	51%	-51%	58%	-58%
Cohort Comparison		0%				
09	2019	0%	47%	-47%	55%	-55%
	2018	0%	45%	-45%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	51%	-51%	53%	-53%
	2018	70%	44%	26%	53%	17%
Same Grade Comparison		-70%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	61%	-61%	62%	-62%
	2018					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2019	0%	50%	-50%	64%	-64%
	2018					
Cohort Comparison		0%				
05	2019	0%	43%	-43%	60%	-60%
	2018					
Cohort Comparison		0%				
06	2019	0%	45%	-45%	55%	-55%
	2018	0%	38%	-38%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	50%	-50%	54%	-54%
	2018	0%	44%	-44%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019					
	2018	0%	19%	-19%	45%	-45%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	44%	-44%	53%	-53%
	2018					
Cohort Comparison						
08	2019					
	2018	0%	54%	-54%	50%	-50%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	66%	-66%	67%	-67%
2018	64%	64%	0%	65%	-1%
Compare		-64%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	68%	-68%	71%	-71%
2018	0%	61%	-61%	71%	-71%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	64%	-64%	70%	-70%
2018	0%	64%	-64%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	44%	-44%	61%	-61%
2018	0%	45%	-45%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	59%	-59%	57%	-57%
2018	0%	47%	-47%	56%	-56%
Compare		0%			

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
WHT	59	33		40	40						
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	175
Total Components for the Federal Index	4
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	43
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	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
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.

ELA Learning Gains showed the lowest performance at 35% for SVS. This is 24% below the state average and 19% below the district average. Although we do not have prior year data to compare our growth to, we do know that we scored well below district and state averages. We were eager to test in the spring of 2020 but FSA testing was waived due to COVID-19. This data is reflective of the 2018-19 school year rather than the 2019-20 school year.

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

Social Studies achievement showed the greatest decline district-wide. However, the margin of decline was only 2%. Other areas district wide indicated that there was improvement in the area of Science, the district exceeded the state average. We were eager to test in the spring of 2020 but FSA testing was waived due to COVID-19.

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 greatest gap compared to the state averages is still ELA gains. SVS is 24% below the state average and 19% below the district average. Although we do not have prior year data to compare our

growth to, we do know that we scored well below district and state averages. We were eager to test in the spring of 2020 but FSA testing was waived due to COVID-19. This data is reflective of the 2018-19 school year rather than the 2019-20 school year.

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

Suwannee district Science Achievement gained 10% while the state Science Achievement declined by 1%. The state average for improvement in Science was 56% and in Suwannee District was 64%. Suwannee widened the growth from just 3% difference the year before to beating the State's level by 8%.

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

The numbers of students scoring Level 1 on FSA and EOC testing is our top concern. Another concern includes Attendance which in the virtual world equates to log ins, screen time, pacing and completions. We would like to increase effective contact with our virtual students so that they are inspired to do their best. This concern and accountability will be a critical part of helping them increase their test scores.

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

1. Close the gap for ELA learning gains
2. Connect with our virtual students more consistently and effectively
3. Increase Performance Levels on State Testing
4. Increase the number of 24-credit-diploma graduates
5. Test at least 95% of our students

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Since our data showed that we were 19% below our district's ELA learning gains, we have identified closing that gap as a critical need. We have temporarily hired an additional seven full time instructors to meet the demand of virtual learning in the wake of the COVID-19 global pandemic. These new hires will impact student learning because there will be a smaller student-to-teacher ratio so that students can get their questions answered more readily. Plus the teachers will be better able to monitor the students pacing and progress.

Measurable Outcome: One specific measurable outcome we would like to see is our ELA learning gains reach 54%. Not only will that close the gap to our district levels but will help our students earn higher achievement levels. Having more faculty members teaching our virtual students should facilitate this goal.

Person responsible for monitoring outcome: Karen Braun (karen.braun@suwannee.k12.fl.us)

Evidence-based Strategy: Our new instructors will be involved in a professional learning community where they can share best practices and learn from each others' challenges and experiences.

Rationale for Evidence-based Strategy: If our instructors are equipped to inspire our students, then the students will not only complete their coursework but will grow both academically and personally through the process.

Action Steps to Implement

1. Connect weekly with each student.
2. Provide specific feedback to students in the ELA coursework.
3. Allow revised submissions on ELA assignments for students working towards mastery of state standards and their command of the English language.

Person Responsible: Karen Braun (karen.braun@suwannee.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Since our data showed that we were 14% below our district's Math learning gains, we have identified closing that gap as a critical need. We have temporarily hired an additional seven full time instructors to meet the demand of virtual learning in the wake of the COVID-19 global pandemic. These new hires will impact student learning because there will be a smaller student-to-teacher ratio so that students can get their questions answered more readily. Plus the teachers will be better able to monitor the students pacing and progress.
Measurable Outcome:	One specific measurable outcome we would like to see is our Math learning gains reach 55%. Not only will that close the gap to our district levels but will help our students earn higher achievement levels. Having more faculty members teaching our virtual students should facilitate this goal.
Person responsible for monitoring outcome:	Karen Braun (karen.braun@suwannee.k12.fl.us)
Evidence-based Strategy:	Our new instructors will be involved in a professional learning community where they can share best practices and learn from each others' challenges and experience.
Rationale for Evidence-based Strategy:	If our instructors are equipped to inspire our students, then the students will not only complete their coursework but will grow both academically and personally through the process.

Action Steps to Implement

1. Connect weekly with each student.
2. Provide specific feedback to students in Math coursework.
3. Allow revised submissions on Math assignments for students working toward mastery of state standards and their understanding of mathematical concepts.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

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

During the summer of 2020 we hired a shared guidance counselor, (SVS, SOS), who will also act as our testing coordinator. She will work with the AP and district testing coordinator to structure testing opportunities for all students needing FSA and EOC testing. Since FSA was waived in the spring of 2020 because of the COVID-19 pandemic, we have many students who must test this fall. We will work to communicate with our families the high priority of state testing for graduation purposes. Our first round of testing will include the Grade 10 ELA FSA reading and writing so that the juniors who missed that opportunity last spring can take this assessment this fall. Our second round of testing will include the Algebra 1 EOC for the same purpose. All other missed testing and make-ups will be prioritized lower than ELA and Algebra 1.

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 meet with our School Advisory Council as we transition through the pandemic and into a more "normal" academic semesters. In person, but with social distance, enrollment meetings help the families know they have an advocate for their child's education. In years past our K-8 program would hold monthly family outings connecting stakeholders to our program. Although we will not proceed with family outings for the fall semester of 2020-21 school year, we will consider doing so in the spring. There are many obstacles for our families and school children this year and we want to "walk" alongside them helping them to make the best decisions for their families in regards to the learning options our district provided.

Parent Family and Engagement Plan (PFEP) Link

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