Suwannee Middle School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Suwannee County School Board.

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.](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 Middle School

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	50%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Suwannee Middle School 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!

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	Position Title	Job Duties and Responsibilities
Williams, Laura	Principal	
Abercrombie, Hunter	Assistant Principal	
Disken, Cara	Assistant Principal	
Bonds, Alan	Dean	
Herring, Misty	School Counselor	
Jackson, Nikki	School Counselor	
Herrington, Cristina	Instructional Coach	

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

Total number of students enrolled at the school
973

Identify the number of instructional staff who left the school during the 2020-21 school year.
1

Identify the number of instructional staff who joined the school during the 2021-22 school year.
1

Demographic Data

Early Warning Systems

2021-22

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	320	333	323	0	0	0	0	976
Attendance below 90 percent	0	0	0	0	0	0	82	84	89	0	0	0	0	255
One or more suspensions	0	0	0	0	0	0	17	15	20	0	0	0	0	52
Course failure in ELA	0	0	0	0	0	0	32	14	10	0	0	0	0	56
Course failure in Math	0	0	0	0	0	0	41	22	11	0	0	0	0	74
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	69	79	82	0	0	0	0	230
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	84	108	97	0	0	0	0	289
Number of students with a substantial reading deficiency	0	0	0	0	0	0	69	79	82	0	0	0	0	230

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	74	57	70	0	0	0	0	201

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	2	3	0	0	0	0	5

Date this data was collected or last updated

Thursday 9/16/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				45%	45%	54%	45%	45%	53%
ELA Learning Gains				44%	44%	54%	47%	47%	54%
ELA Lowest 25th Percentile				37%	37%	47%	38%	38%	47%
Math Achievement				45%	45%	58%	40%	40%	58%
Math Learning Gains				50%	50%	57%	42%	42%	57%
Math Lowest 25th Percentile				44%	44%	51%	38%	38%	51%
Science Achievement				54%	54%	51%	56%	56%	52%
Social Studies Achievement				71%	71%	72%	62%	62%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	42%	46%	-4%	54%	-12%
Cohort Comparison						
07	2021					
	2019	42%	42%	0%	52%	-10%
Cohort Comparison		-42%				
08	2021					
	2019	48%	47%	1%	56%	-8%
Cohort Comparison		-42%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	39%	45%	-6%	55%	-16%
Cohort Comparison						
07	2021					
	2019	45%	50%	-5%	54%	-9%
Cohort Comparison		-39%				
08	2021					
	2019	31%	30%	1%	46%	-15%
Cohort Comparison		-45%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	52%	52%	0%	48%	4%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	70%	68%	2%	71%	-1%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	44%	38%	61%	21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

6th Grade- iReady for ELA and Math
7th Grade- iReady for ELA and Math, Performance Matters used for Civics (only one Civics Progress Monitoring is available to review, and not by subcategories)
8th Grade- iReady for ELA and 8th Grade Math, Performance Matters not updated for Science

We are not able to pull the economically disadvantaged data at this time.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities	3/54	8/54	10/54
	English Language Learners	1/21	0/21	0/21
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities	2/54	5/54	13/54
	English Language Learners	0/21	0/20	2/27

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities	7/37	1/36	1/36
	English Language Learners	1/21	0/21	0/21
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities	1/38	2/34	3/35
	English Language Learners	0/21	0/20	2/27
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.8%		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities	2/26	3/27	3/28
	English Language Learners	1/21	0/21	0/21
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities	0/28	0/27	0/28
	English Language Learners	0/21	0/20	2/27
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	9	25	30	12	31	33	24	24			
ELL	22	35	36	29	55	64	23	39			
BLK	21	30	20	19	34	24	26	46	73		
HSP	38	48	40	42	57	57	39	52	77		
MUL	30	45	54	30	42		30	55			
WHT	47	43	29	55	49	36	62	70	83		
FRL	32	39	34	34	44	39	40	49	72		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
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	48
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	

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%	

Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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%	

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%	

White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends that we saw across grade levels, subgroups, and core content areas was a decrease in ELA achievement. According to 2019 FSA data, Math and Civics saw an increase in achievement, and 8th Grade Science stayed consistent.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA demonstrates the greatest need for improvement, specifically ELA learning gains.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors that contributed to this need for improvement include a lack of quality instruction, a lack of research-based ELA curriculum, and low student engagement in the ELA classrooms. We have made ELA our priority this year and have adopted new curriculum. We are implementing an intervention plan that will help fill in gaps and reinforce skills that the students are missing. The intervention groups are taught by reading endorsed teachers, and the curriculum purchased for the intervention groups is a research-based, quality curriculum. We are meeting with the ELA team two times a month to collaborate and share best practices.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data components that showed the most improvement were Civics and Algebra 1.

What were the contributing factors to this improvement? What new actions did your school take in this area?

An increased emphasis on teaching the standards, progress monitoring, and continued spiral reviews helped to increase achievement in these areas. Another contributing factor was finding quality, certified instructors to teach in these areas. The Civics teachers formed a true PLC and spent many hours planning lessons and creating assessments to align with the standards. There are constant formative assessments in both Civics and Algebra 1.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning, the teachers will differentiate and ask higher order thinking questions as often as possible. Teachers will build writing activities into their lessons as often as possible. We will work together to improve.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will meet as department PLC's throughout the course of the year to work on developing higher order thinking questions, and also on building writing into each lesson. We have developed a Literacy Leadership Team that will meet and discuss literacy at SMS. My hope is that this team can work together to identify additional needs of our teachers, and to provide ideas for professional development and support.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We now have a Reading Coach and an additional Assistant Principal at SMS. These two positions are instrumental in sustaining improvement at SMS. We have purchased a quality core ELA program, and we have also purchased a quality intervention program. We will continue to encourage our teachers to become Reading Endorsed and will support their endeavors in this.

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 the state is 41%.
Measurable Outcome:	The students with disabilities state testing results will increase by 4%.
Monitoring:	We will monitor the progress of our students with disabilities by utilizing common formative and summative assessments (in ELA) to ensure that all students are receiving similar instruction and are given the opportunity to engage with and master the LAFS standards. Teachers are also meeting with administration regularly throughout the year to plan together, share strategies, and develop lessons to target areas of weakness or strengths. Tier 2 and Tier 3 students will complete a checkpoint on the same LAFS standards independently during the week. This student data will be monitored by teachers, ESE support staff, academic coach, and administration to determine if additional supports are needed for ELA and if student growth is being made. Continual progress monitoring with iReady (ELA and Math), STAR (Algebra 1), and Performance Matters (Science and Civics) will also be used to track student progress.
Person responsible for monitoring outcome:	Cristina Herrington (cristina.herrington@sunwannee.k12.fl.us)
Evidence-based Strategy:	Certified, highly-effective ESE teachers will be scheduled to ensure fidelity and compliance with IEP's, to ensure that individual needs are met, and to ensure that students are engaged in the general education classroom setting. Tier 3 students have been scheduled into an Intensive Reading course with a Reading Endorsed teacher. The classes are small in number and designed to provide one-on-one or small group instruction for Tier 3 students. Teachers in the Intensive Reading course utilize Reading Horizons to address the gaps in foundational skills that students in Tier 3 have, based on diagnostic and progress monitoring data. The Reading Horizons curriculum targets the foundational skills areas of phonics, phonological awareness, and comprehension. Students will also work independently, with teacher support and guidance as needed, on Quick Reads and Quick Writes to address other reading skills and concepts.
Rationale for Evidence-based Strategy:	By utilizing certified, highly-effective ESE teachers, we will ensure competent, passionate, and qualified teachers are teaching in this area of great need. The teachers will ensure that IEP's are followed and will help their students to have success in the general education setting. By scheduling Tier 3 students into Intensive Reading classes with Reading Endorsed teachers, and by purchasing a research-based, vetted curriculum for those classes, we can target the reading needs of students with disabilities, which will help students in all areas of learning.

Action Steps to Implement

1. Monitor the progress of the students with disabilities on formative and summative assessments, on the weekly checkpoints, and on the progress monitoring assessments throughout the year. IEP goals will be monitored for fidelity as well.

Person Responsible	Cristina Herrington (cristina.herrington@sunwannee.k12.fl.us)

#2. ESSA Subgroup specifically relating to English Language Learners	
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 ELL's is 33%, while the threshold for ELL's is 41%.
Measurable Outcome:	ELL students will increase in the Federal Index for English Language Learners by 4%.
Monitoring:	We will monitor the progress of our ELL students by utilizing common formative and summative assessments (in ELA) to ensure that all students are receiving similar instruction and are given the opportunity to engage with and master the LAFS standards. Teachers are also meeting with administration regularly throughout the year to plan together, share strategies, and develop lessons to target areas of weakness or strengths. students will complete a checkpoint on the same LAFS standards independently during the week. This student data will be monitored by teachers, ELL support staff, the academic coach, and administration to determine if additional supports are needed for ELA and if student growth is being made. Continual progress monitoring with iReady (ELA and Math), STAR (Algebra 1), and Performance Matters (Science and Civics) will also be used to track student progress.
Person responsible for monitoring outcome:	Cara Disken (cara.disken@suwannee.k12.fl.us)
Evidence-based Strategy:	Teachers will provide inquiry-based lessons with dialogue and writing strategies, utilize the ELL paraprofessionals to enhance the instructional environment, and analyze their ACCESS for ELL reports to identify area of need. Further, To provide additional support for ELL students, Tier A and B students are in an Intensive Reading course with a Reading Endorsed teacher and ELL paraprofessional. In that course, students will be provided intensive reading interventions using the Reading Horizons program. Based on the student data, the students will begin with lessons on letter introduction and letter groups. Students will continue to progress through the program and be provided intensive instruction in decoding, dictation, and phonics skills. The lessons will also include practice in reading comprehension on students' reading levels.
Rationale for Evidence-based Strategy:	By providing lessons that support language acquisition, utilizing the ELL paraprofessional effectively, and understanding their students individual needs, ELL teachers will help their students to increase English language proficiency and increase achievement on state testing. The Intensive Reading course being taught by a Reading Endorsed teacher utilizing the Reading Horizons Program are research-based, data driven decisions to support our ELL students.

Action Steps to Implement

1. Ensure that the teachers have analyzed the ACCESS for ELL reports that are in FOCUS.
2. Schedule the ELL paraprofessionals to work with students identified as Tier A and B on the ACCESS for ELL reports.
3. Monitor the progress of the ELL students on formative and summative assessments, on the weekly checkpoints, and on the progress monitoring assessments throughout the year.

Person Responsible	Cara Disken (cara.disken@suwannee.k12.fl.us)

#3. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	Increase the academic achievement of Black/African American students. The Federal Index for Black/African American Students at SMS is 40%, with the threshold identified by the state being 41%
Measurable Outcome:	Black/African American students will increase FSA ELA proficiency by 4%.
Monitoring:	We will monitor the progress of our Black/African American students by utilizing common formative and summative assessments (in ELA) to ensure that all students are receiving similar instruction and are given the opportunity to engage with and master the LAFS standards. Teachers are also meeting with administration regularly throughout the year to plan together, share strategies, and develop lessons to target areas of weakness or strengths. Tier 2 and Tier 3 students will complete a checkpoint on the same LAFS standards independently during the week. This student data will be monitored by teachers, the academic coach, and administration to determine if additional supports are needed for ELA and if student growth is being made. Continual progress monitoring with iReady (ELA and Math), STAR (Algebra 1), and Performance Matters (Science and Civics) will also be used to track student progress.
Person responsible for monitoring outcome:	Laura Williams (laura.williams@suwannee.k12.fl.us)
Evidence-based Strategy:	Tier 3 students have been scheduled into an Intensive Reading course with a Reading Endorsed teacher. The classes are small in number and designed to provide one-on-one or small group instruction for Tier 3 students. Teachers in the Intensive Reading course utilize Reading Horizons to address the gaps in foundational skills that students in Tier 3 have, based on diagnostic and progress monitoring data. The Reading Horizons curriculum targets the foundational skills areas of phonics, phonological awareness, and comprehension. Students will also work independently, with teacher support and guidance as needed, on Quick Reads and Quick Writes to address other reading skills and concepts.
Rationale for Evidence-based Strategy:	By scheduling Tier 3 students into Intensive Reading classes with Reading Endorsed teachers, and by purchasing a research-based, vetted curriculum for those classes, we can target the reading needs of our students, which will help students in all areas of learning.

Action Steps to Implement

Monitor the progress of the Black/African American students on formative and summative assessments, on the weekly checkpoints, and on the progress monitoring assessments throughout the year.

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 ensure that all of our district-assigned drills are completed with fidelity this school year. We will continue to advocate for 2 egress gates at the West side of the campus, allowing us to exit easily to the Sports Complex should we need to evacuate our campus quickly.
Monitoring:	School Safety Emergency Drill After-Action Reports will be completed for each drill and emailed to Mr. Hines. Mr. Hines will monitor the drills to ensure that we are completing them to the desired outcomes.
Person responsible for monitoring outcome:	Hunter Abercrombie (thomas.abercrombie@suwannee.k12.fl.us)
Evidence-based Strategy:	Practicing the emergency drills with fidelity is essential to the safety and security at SMS.
Rationale for Evidence-based Strategy:	The value of practicing to be prepared in the event of an emergency is second to none. We have been directed by the Director of Safety and Security, as well as the Assistant Superintendent, to ensure that these drills get completed each month. In reviewing the drills, we have found areas on our campus that need attention, such as the above mentioned egress gate on the West side of the campus. During our reunification drill, it became obvious that we have a bottle-neck situation at the back gate as students and staff wait for someone to arrive that has a key to open the gate. This creates a very scary situation. We have also identified "dead zones," with the bells and intercoms during drills, as well as malfunctioning door locks, which we could have repaired.

Action Steps to Implement

All drills will be completed with fidelity.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the data presented, the primary area of concern are the total reported suspensions, as we ranked #488 out of 553. This year, we are making an effort to assign less OSS in order to keep students in school. The secondary area of concern is the accurate reporting of SESIR data. We recently learned that we have been reporting incidents that need not be reported. Therefore, we hope that by making sure we are only reporting those incidents that the state requires, we see a more accurate reflection of where we stand. In terms of incident types, the area where we hope to see the most improvement is with vapes and other nicotine producing devices.

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.

We have worked hard to build a positive school culture and environment. This year, teachers completed a two-day workshop, The 7 Habits of Highly Effective People, lead by a representative from Leader In Me. We also added a new Social Studies course to SMS this year in the sixth grade. The course is Engaging Citizens Through Service Learning. In the course, the students explicitly learn the 7 habits. Students also learn about citizenship, service learning, and problem-solving strategies. By teaching this course in the sixth grade, we hope to impact students for the rest of their middle school years. We have added clubs this year at SMS to foster relationships between students and their teachers. We have added events for parents and students to participate in together. We continue to have an active FFA, sports teams, Esports, and Student Council, all of which help to build a positive school culture. We are excited to have a fun Homecoming week planned, an active Breast Cancer Awareness Week, and a big literacy week in the coming months. Teachers and staff all participate on Action Teams that serves a key purpose at SMS. These teams work together to plan key events for the students and staff. Shared decision-making is instrumental in creating a positive school culture and environment. The school should not feel like a dictatorship, but more like a family working together. We ensure that the school is safe at all times. If students feel unsafe, they will live in fear and be much less productive. It is our job to ensure the physical safety of our students, as well as tackling the mental health challenges of our students, too.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

SMS stakeholders include the students, parents, faculty, staff, and community members/business partners. The students have a role of following the school rules, participating in class, and trying their best. We encourage the students to find their voice, join a club, and to get involved. SMS parents have a role of working together with their child and the school to create a positive experience for the student. Parents are offered opportunities to participate in school-sponsored events with their children. Parents are encouraged to attend sporting or FFA events. Most importantly, parents are asked to communicate with the school through FOCUS, CANVAS, or any other means. Parent-teacher conferences are common and appreciated. The SMS faculty and staff can work together to create a positive culture and environment at the school by following the 7 habits, participating in or viewing some of the after school activities, and communicating with parents about the progress of their children. We have to have a partnership in order for us to be successful. The community members and business partners in Live Oak are invaluable. We have many fundraisers throughout the year with local business partners, including Dairy Queen, Big Wood, Zaxby's, Moe's, and many more. The community works together to support the local schools. We also work closely with the Sheriff's 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 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 both the student and the high school whenever possible. We are a united front.