

Suwannee County Schools

Suwannee Opportunity School



2021-22 Schoolwide Improvement Plan

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Suwannee Opportunity School

325 PINWOOD DR, Live Oak, FL 32064

www.suwannee.k12.fl.us

Demographics

Principal: Angelia Stuckey

Start Date for this Principal: 7/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 1-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	
* 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 10/12/2021.

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 Opportunity School

325 PINWOOD DR, Live Oak, FL 32064

www.suwannee.k12.fl.us

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)
Combination School 1-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Suwannee County School Board on 10/12/2021.

SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Suwannee Opportunity School's mission is to provide alternative options for at-risk and hard to serve students to meet their educational needs on a pathway to individual success.

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 Opportunity School's vision statement is to provide each student with a positive nurturing environment where students are empowered with skills needed to reach their potential 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	Position Title	Job Duties and Responsibilities
Stuckey, Angelia	Principal	<p>The principal and assistant principal recruit highly qualified teachers, provides professional development and feedback for teachers, monitors progress toward achieving SIP goals, ensures policy and procedures are in place, enrolls students, and facilitates parent/student/teacher conferences. In addition, both members of administration will monitor and mentor students who meet the requirements of the early warning system and provide social emotional support to students.</p> <p>Because the SOS is an alternative school, the District Advisory Committee, DAC will serve as the school advisory committee.</p>
Curls, Darrell	Assistant Principal	<p>The principal and coordinator recruit highly qualified teachers, provide professional development and feedback for teachers, monitor progress toward achieving SIP goals, ensure policy and procedures are in place, enroll students, and facilitate parent/student/teacher conferences. In addition, both members of administration will monitor and mentor students who meet the requirements of the early warning system.</p> <p>Because the SOS is an alternative school, the District Advisory Committee DAC, will serve as the school advisory committee.</p>
Cox-Knowles, Brooke	School Counselor	<p>Guidance Counselor will be instrumental in evaluating transcripts, assisting with master scheduling, progress monitoring, scheduling and implementing state testing, coordinating mental health/social emotional supports, and academic/career counseling.</p>

Demographic Information

Principal start date

Friday 7/19/2019, 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.*

1

Total number of teacher positions allocated to the school

6

Total number of students enrolled at the school

54

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.

2

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	1	3	2	2	5	5	13	8	6	0	1	46
Attendance below 90 percent	0	0	0	1	1	1	4	4	7	5	4	0	1	28
One or more suspensions	0	0	0	1	1	0	0	0	4	4	1	0	0	11
Course failure in ELA	0	0	0	0	0	0	2	1	3	3	1	0	0	10
Course failure in Math	0	0	0	0	0	0	1	1	2	2	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	1	4	3	4	3	6	0	0	22
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	2	4	4	8	5	4	0	0	28
Number of students with a substantial reading deficiency	0	0	0	2	4	1	6	4	1	1	4	0	1	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	1	1	1	3	4	9	5	4	0	0	28

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	1	2	2	4	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	1	0	0	2

Date this data was collected or last updated

Wednesday 9/22/2021

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	1	1	2	1	4	7	7	12	5	9	3	52
Attendance below 90 percent	0	0	1	1	1	0	1	5	4	9	3	4	2	31
One or more suspensions	0	0	1	0	0	0	0	2	1	1	0	1	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	1	3	0	3	2	9
Course failure in Math	0	0	0	0	0	0	0	0	2	2	0	1	3	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	3	5	6	8	3	3	2	30
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	3	7	4	6	3	3	1	27

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	1	0	0	0	3	7	5	7	3	3	2	31

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	2	0	1	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	1	0	3

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	1	1	2	1	4	7	7	12	5	9	3	52
Attendance below 90 percent	0	0	1	1	1	0	1	5	4	9	3	4	2	31
One or more suspensions	0	0	1	0	0	0	0	2	1	1	0	1	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	1	3	0	3	2	9
Course failure in Math	0	0	0	0	0	0	0	0	2	2	0	1	3	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	3	5	6	8	3	3	2	30
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	3	7	4	6	3	3	1	27

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	1	0	0	0	3	7	5	7	3	3	2	31

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	2	0	1	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	1	0	3

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					53%	61%		46%	60%
ELA Learning Gains					54%	59%		40%	57%
ELA Lowest 25th Percentile					40%	54%		30%	52%
Math Achievement					55%	62%		48%	61%
Math Learning Gains					57%	59%		49%	58%
Math Lowest 25th Percentile					47%	52%		38%	52%
Science Achievement					64%	56%		54%	57%
Social Studies Achievement					64%	78%		65%	77%

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
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
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					
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.

1st-8th grade i-Ready, 9th-12th Star, 5th and 8th science Performance Matters.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	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 English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	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
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

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

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	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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?

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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.

N/A

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

N/A

Part III: Planning for Improvement**Areas of Focus:****#1. Culture & Environment specifically relating to Student Attendance****Area of Focus Description and Rationale:**

Due to environmental influences more than half of our students experience attendance issues, resulting in a loss of learning.

Measurable Outcome: To increase the number of students that do attend school at least 90% of the time from 29% to 40%.

Monitoring: This area of focus will be monitored by the Lead Team monthly using the Focus EWS report.

Person responsible for monitoring outcome: Darrell Curls (darrell.curls@suwannee.k12.fl.us)

Evidence-based Strategy: Monthly Student Support Team meetings targeting truant students. Student and parent will be invited to discuss concerns about attendance. Build a community for the student that may include the school guidance counselor, Meridian counselor, teacher, and academic coach to provide support for the student during the school day.

Rationale for Evidence-based Strategy: Building a community around the student shows that they are valued.

Action Steps to Implement

A schedule will be developed to attend monthly attendance meetings.

Person Responsible Darrell Curls (darrell.curls@suwannee.k12.fl.us)

Schedule weekly meetings with the Meridian counselor and/or the school guidance counselor.

Person Responsible Brooke Cox-Knowles (brooke.coxknowles@suwannee.k12.fl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	The area of focus was chosen due to the low base line i-Ready data from progress monitoring period September 2021. 75% of Tier 3 ELA
Measurable Outcome:	Decrease the number of students in Tier 3 based on the final ELA i-Ready diagnostic from 75% to 70%.
Monitoring:	Students will be monitored through progress monitoring windows using i-Ready diagnostic.
Person responsible for monitoring outcome:	Darrell Curls (darrell.curls@suwannee.k12.fl.us)
Evidence-based Strategy:	Targeted intervention and support provided by an academic coach or reading endorsed teacher.
Rationale for Evidence-based Strategy:	Reading interventions are implemented 4 to 5 times a week 15-20 minutes in a small group setting with 5 or less students.
Action Steps to Implement	
Developing a schedule to provide intensive interventions based on progress monitoring data.	
Person Responsible	Angela Hester (angela.hester@suwannee.k12.fl.us)
Continue to monitor student data to determine progress with intervention activities in order to increase or decrease level of support.	
Person Responsible	Angela Hester (angela.hester@suwannee.k12.fl.us)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	The area of focus was chosen due to the low base line i-Ready data from progress monitoring period September 2021. 83% of Tier 3 math
Measurable Outcome:	Decrease the number of students in Tier 3 based on the final Math i-Ready diagnostic from 83% to 78%.
Monitoring:	Students will be monitored through progress monitoring windows using i-Ready diagnostic.
Person responsible for monitoring outcome:	Darrell Curls (darrell.curls@suwannee.k12.fl.us)
Evidence-based Strategy:	Consistent use of the blended learning model keeps students on pace specifically, addressing the individual student's academic needs, through Edgenuity, i-Ready and face-to-face instruction. Individualized data chats with each student is essential in encouraging academic ownership.
Rationale for Evidence-based Strategy:	Targeted skills specific support helps increase student growth. Involving students in data chats will promote a more confident learner.

Action Steps to Implement

Develop a data chat checklist to initiate self awareness, set personal goals, and promote personal growth.

Person Responsible Brooke Cox-Knowles (brooke.coxknowles@suwannee.k12.fl.us)

#4. Culture & Environment specifically relating to School Safety

Area of Focus Description and Rationale:	Ensure the safety of the learning and working environment at SOS are supportive, safe, and secure. SOS serves an at risk student population, requiring a high level of supervision and security awareness.
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Measurable Outcome:	The goal is to increase the number of working cameras from 82% to 100% working cameras.
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Monitoring:	The number of completed work orders.
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Person responsible for monitoring outcome:	Darrell Curls (darrell.curls@suwannee.k12.fl.us)
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Evidence-based Strategy:	Work with facilities director and IT to repair or replace all nonworking cameras.
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Rationale for Evidence-based Strategy:	Safety and security is a high priority at SOS all areas of the campus need to be monitored with cameras.
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Action Steps to Implement

Put in a work order for installation or repair of cameras.

Person Responsible	Darrell Curls (darrell.curls@suwannee.k12.fl.us)
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Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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 discipline referrals for 2021, 51 out of 132 referrals were defiance of authority and school rules, and insubordination. The guidance counselor will work with students to make sound academic decisions. The Meridian counselor will continue to work with students on social emotional behaviors. Our goal is to decrease the number of violations in this area from 51 to 45. Throughout the school year school administration will monitor progress through discipline reports using discipline reports on Focus.

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.

Positive relationships will continue to be cultivated with parents and families, through regular contact via weekly point sheets, attendance meetings, and intake and exit meetings. Community partnerships with Meridian, DJJ, and the White Foundation will help support mental health needs. Social emotional curriculum is interactive, small group, and face-to-face. It is presented daily through a coordinated effort between the classroom teacher, academic guidance counselor, and School Resource Officer. Community business partners are invited to share within individual classrooms and provide insight into how to be successful in the world of work.

A coordinated effort with the SHS football team, provides an opportunity for repeat offenders to benefit from a peer mentorship program, in which a small number of athletes tutor their peers academically and present positive behavior options that can help cultivate positive choices in real life situations.

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

SOS stakeholders include students, parents, faculty, and staff. Community partners include DJJ, Suwannee County Sheriff's Department, Meridian, and Partnership for Strong Families.

Students have the responsibility of following school rules, participating in class, and trying their best.

Parents have the responsibility of supporting regular attendance and school rules, communicating with teachers, assisting in promoting a relevant perspective, and attending scheduled meetings.

Faculty and staff have the responsibility of creating a positive culture and environment at the school by communicating with parents regarding their child's progress.

Suwannee County Sheriff's Department helps keep SOS campus safe by providing fulltime school resource officers.

Mental Health counselors may provide ongoing counseling services to all SOS students.

DJJ, through juvenile probation officers, supports regular school attendance and positive behavior.

Partnership for Strong Families advocate for appropriate placement and positive culture for their clients who may be displaced due to challenging family situations.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: School Safety	\$0.00
Total:			\$0.00