Suwannee Pineview Elementary

2021-22 Schoolwide Improvement Plan

Table of Contents

Suwannee Pineview Elementary

1748 S OHIO AVE, Live Oak, FL 32064

ses.suwannee.k12.fl.us

Demographics

Principal: Amy Boggus

Start Date for this Principal: 6/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (73%) 2017-18: A (73%) 2016-17: A (74%)
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.](http://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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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)
Elementary School PK-5	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	48%

School Grades History

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

School Board Approval

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Suwannee Pineview Elementary will be a school of excellence ensuring all students are prepared for personal success.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Boggus, Amy	Principal	* (1) Provide instructional leadership and supervision for student achievement. * (2) Manage and administer the development, implementation and assessment of the instructional program at the assigned school. * (3) Utilize current research, outside resources, performance data and feedback from students, teachers, parents and the community to make decisions related to improvement of instruction and student performance. * (4) Promote high student achievement. * (5) Coordinate program planning with District instructional staff. * (6) Supervise the selection of textbooks, materials and equipment. * (7) Supervise the testing program for the school. * (8) Align school initiatives with district, state and school goals. * (9) Establish and coordinate procedures for students, teachers, parents and the community to evaluate curriculum. *(10) Direct the development of the school's schedule and assign teachers according to identified needs. *(11) Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system. *(12) Provide leadership in the effective use of technology in the classroom. *(13) Facilitate, monitor and coordinate the implementation of ESOL programs and services for schools designated as ESOL centers. *(14) Facilitate, monitor and coordinate the implementation of Pre- Kindergarten programs and services at designated sites. Personnel Action Services *(15) Supervise the establishment and maintenance of individual professional development plans for each instructional employee. *(16) Interview and select qualified personnel to be recommended for employment. *(17) Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. *(18) Implement and administer negotiated employee contracts at the school site. *(19) Assign and supervise school personnel to special projects for the enhancement of student learning. *(20) Establish job assignments for school-site administrators, teachers and support personnel. *(21) Develop and administer duty rosters for certificated and non- certificated staff as required. *(22) Manage and administer personnel development through training, in-service and other developmental activities. *(23) Provide training opportunities and feedback to personnel at the assigned school. School Operations/Delivery Systems *(24) Supervise the operation and management of all activities and functions at the assigned school. *(25) Develop positive school/community relations and act as liaison between the school and community. *(26) Access, analyze, interpret and use data in decision-making. *(27) Establish procedures for an accreditation program and monitor accreditation standards at the assigned school. *(28) Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.

Name	Position Title	Job Duties and Responsibilities
		*(29) Monitor the custodial program at the school to ensure a clean, healthy and safe learning environment. *(30) Supervise the orderly movement and safety of transportation services on school grounds. *(31) Manage and supervise the school's financial resources including the preparation and disbursement of the school's budgets and internal accounts. *(32) Establish and manage accurate student accounting and attendance procedures at the assigned school. *(33) Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems. *(34) Communicate, through proper channels, to keep the Superintendent informed of pending problems or events of unusual nature. *(35) Direct the establishment of adequate property inventory records and ensure the security of school property. *(36) Implement the School Board policies, state statutes and federal regulations as they pertain to the assigned school. *(37) Supervise the preparation and maintenance of accurate and timely reports and records. Student Support Services *(38) Establish school guidelines and enforce District guidelines for proper student conduct with implementation of disciplinary procedures and policies that ensure a safe and orderly environment. *(39) Facilitate a program of family and community involvement. *(40) Supervise the school guidance program and services to ensure that individual student educational and developmental needs are met. *(41) Establish procedures to be used in the event of school crisis and/ or civil disobedience and provide leadership in the event of such happenings. *(42) Coordinate the supervision of all extracurricular programs at the assigned school. *(43) Approve all school-sponsored activities and maintain a calendar of all school events. *(44) Maintain visibility and accessibility on the school campus. *(45) Attend school-related activities and events. Personal/Professional Employee Qualities *(46) Participate in county-wide management meetings and other meetings and activities appropriate for professional development. *(47) Communicate effectively, both orally and in writing, with parents, students, teachers and the community. *(48) Model effective listening and positive interaction skills. *(49) Maintain and model high standards of professional conduct. *(50) Set high goals and standards for self, others and the organization. *(51) Keep abreast of trends and changes in educational programs and procedures. *(52) Participate in developing the strategic plan, school calendar, staffing plan and other district-level activities as required. Leadership *(53) Provide leadership in the school improvement process, implementation of the school improvement plan and the School Advisory Council. *(54) Establish a vision and mission for the school in collaboration with key

Name	Position Title	Job Duties and Responsibilities
		stakeholders. *(55) Exercise proactive leadership in promoting the vision and mission of the District. *(56) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment. *(57) Access District and community resources to meet school needs. *(58) Anticipate problems and difficult situations and plan appropriately to handle them. *(59) Act quickly to stop possible breaches of safety, ineffective procedures and/or interference with operations. *(60) Provide recognition and celebration for staff, student and school accomplishment. *(61) Build teams to accomplish plans, goals and priorities. *(62) Promote and market the school and its priorities. (63) Perform other tasks consistent with the goals and objectives of this position. (64) Shall assume additional responsibilities as assigned by the Superintendent.
Davis, Perry	Assistant Principal	Instructional Program Leadership/Development * (1) Provide instructional leadership and supervision for student achievement. * (2) Design short- and long-range plans related to the instructional program using District guidelines, current research, performance data and feedback from students, staff and parents. * (3) Implement an appropriate instructional program to include basic instruction areas and related support services in guidance and media. * (4) Assist classroom teachers in the interpretation of the requirements of the District instructional program and the development of procedures to meet individual student needs. * (5) Communicate, through staff meetings and written material, information that will keep staff informed of curriculum policies, procedures, changes and updates. * (6) Assist with the administration and coordination of student instructional support programs. * (7) Provide assistance to District staff in the development and interpretation of the district instructional program. * (8) Provide assistance to District staff with regard to the Pupil Progression Plan. Personnel Action Services * (9) Assist with the interview and selection of personnel to be recommended for employment as required. *(10) Assist in the orientation of new teaching personnel. *(11) Coordinate the staff development program at the school as assigned. *(12) Provide training programs and feedback to instructional personnel as required. *(13) Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. School Operations/Delivery Systems *(14) Collaborate with school and District staff on the development and implementation of District curriculum initiatives. *(15) Provide for the development of the master schedule. *(16) Coordinate and monitor test administration.

Name	Position Title	Job Duties and Responsibilities
		*(17) Coordinate the selection, requisition and use of all instructional materials. *(18) Supervise the preparation and maintenance of all required reports and records. *(19) Provide assistance to the principal in the formulation and implementation of general school policies and regulations. *(20) Provide assistance to the principal in the establishment and maintenance of good public relations and promotion of student and staff morale. *(21) Assist, as needed, with disciplinary issues. *(22) Keep principal informed of potential problems or unusual events. Student Support Services *(23) Assist teachers to ensure that individual student educational and developmental needs are addressed. *(24) Monitor scope and sequence of curriculum offered at school to ensure that student growth/achievement is continuous and appropriate for age group to assist in meeting needs of students. *(25) Consult with parents, teachers and other school staff to assist in meeting needs of students. *(26) Work with parents to resolve complaints or concerns. *(27) Maintain visibility and accessibility on the school campus. *(28) Attend school-related activities and events as required. Personal/ Professional Employee Qualities *(29) Participate in county-wide management meetings and other meetings and activities appropriate for professional development. *(30) Communicate effectively, both orally and in writing, with students, parents, teachers, District personnel and the community. *(31) Model effective listening and positive interaction skills. *(32) Set high goals and standards for self, others and the organization. *(33) Model and maintain high standards of professional conduct. *(34) Keep abreast of trends and changes in educational programs and procedures. *(35) Complete all required reports and maintain all appropriate records. Leadership *(36) Assist in the building of teams to accomplish plans, goals and priorities. *(37) Assess community and District resources to meet school needs. *(38) Follow procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents. *(39) Act quickly to stop possible breaches of safety, ineffective procedures or interference with operations. *(40) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment. (41) Perform other incidental tasks consistent with the goals and objectives of this position. (42) Shall assume additional responsibilities as assigned by the Superintendent.

Demographic Information

Principal start date

Monday 6/1/2015, Amy Boggus

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

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.*

Total number of teacher positions allocated to the school
38

Total number of students enrolled at the school
689

Identify the number of instructional staff who left the school during the 2020-21 school year.
5

Identify the number of instructional staff who joined the school during the 2021-22 school year.
6

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	121	118	106	86	98	115	0	0	0	0	0	0	0	644
Attendance below 90 percent	45	31	29	27	21	45	0	0	0	0	0	0	0	198
One or more suspensions	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Course failure in ELA	2	13	5	7	18	5	0	0	0	0	0	0	0	50
Course failure in Math	2	15	4	7	15	13	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	19	32	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	20	24	0	0	0	0	0	0	0	47
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	13	4	0	6	22	24	0	0	0	0	0	0	71

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	12	14	2	4	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/14/2021

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	91	114	91	108	106	89	0	0	0	0	0	0	0	599
Attendance below 90 percent	19	38	35	24	34	24	0	0	0	0	0	0	0	174
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	5	7	0	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	2	4	1	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	8	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	10	0	0	0	0	0	0	0	13

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	3	8	8	0	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	3	1	1	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	91	114	91	108	106	89	0	0	0	0	0	0	0	599
Attendance below 90 percent	19	38	35	24	34	24	0	0	0	0	0	0	0	174
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	5	7	0	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	2	4	1	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	8	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	10	0	0	0	0	0	0	0	13

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	3	8	8	0	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	3	1	1	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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%	53%	57%	57%	53%	56%
ELA Learning Gains				85%	64%	58%	88%	63%	55%
ELA Lowest 25th Percentile					50%	53%		38%	48%
Math Achievement				60%	55%	63%	63%	55%	62%
Math Learning Gains				95%	64%	62%	83%	54%	59%
Math Lowest 25th Percentile					31%	51%		22%	47%
Science Achievement				48%	53%		48%	55%	

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	52%	56%	-4%	58%	-6%
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		-52%				
05	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	61%	-3%	62%	-4%
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		-58%				
05	2021					
	2019					
Cohort Comparison		0%				

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

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used at SPE for K-5 ELA and Math is iReady. The tool used for progress monitoring for 5th Grade Science is Performance Matters.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11	16	50
	Economically Disadvantaged	11	16	50
	Students With Disabilities	8	8	72
	English Language Learners	0	0	21
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	19	52
	Economically Disadvantaged	19	19	52
	Students With Disabilities	8	15	64
	English Language Learners	0	0	21

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	52	67
	Economically Disadvantaged	35	52	67
	Students With Disabilities	25	25	44
	English Language Learners	14	13	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17	28	62
	Economically Disadvantaged	17	28	62
	Students With Disabilities	31	25	50
	English Language Learners	7	7	40

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	58	76
	Economically Disadvantaged	44	58	76
	Students With Disabilities	35	37	68
	English Language Learners	18	42	54
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17	41	68
	Economically Disadvantaged	17	41	68
	Students With Disabilities	15	34	47
	English Language Learners	9	17	54

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	37	47
	Economically Disadvantaged	31	37	47
	Students With Disabilities	19	26	30
	English Language Learners	0	0	10
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	31	57
	Economically Disadvantaged	18	31	57
	Students With Disabilities	13	20	42
	English Language Learners	0	0	20

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	39	44
	Economically Disadvantaged	30	39	44
	Students With Disabilities	11	25	35
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	41	52
	Economically Disadvantaged	31	41	52
	Students With Disabilities	21	40	40
	English Language Learners	0	20	20
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	90	96
	Economically Disadvantaged	43	90	96
	Students With Disabilities	14	75	92
	English Language Learners	20	40	100

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	25	21		31	43		31				
ELL	27	29	30	43	57		15				
BLK	37	67		39	25		17				
HSP	39	33	30	52	63		35				
MUL	55			36							
WHT	59	55		69	42		74				
FRL	43	42	38	52	42	50	45				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	32			35							
ELL	20			49							
BLK	39			44							

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	44			55							
MUL	56			50							
WHT	63			69							
FRL	48	89		55	94						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27			33							
ELL	40			57							
BLK	39			47							
HSP	41			58							
MUL	57			71							
WHT	69			71							
FRL	53	88		61	82						

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	47
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	378
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	36
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	37
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	42
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	46
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	60
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	43
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?

When observing 20-21 progress monitoring data, we are seeing a dipping trend in our 2nd grade students in ELA. These students were kindergarteners during the last 9 weeks of 2020. Many of them continue to struggle with phonics and phonemic awareness skills. Our fourth grade students are also trending downward. ELL and SWD continue to score below 41%.

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

In 2019, our school was a 2nd and 3rd grade only school. We reconfigured to a Pk - 5th grade school beginning with the 20-21 school year. The students in 2018-2019 are not the same students we have at this time so it is difficult to use that data to determine the greatest need for improvement. We can, however, use the progress monitoring data to determine areas for improvement. This years' 2nd and 5th grade students have the greatest need for improvement in ELA.

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

Our 2nd grade students were in kindergarten during the 19-20 school year and missed the last 9 weeks of school. Our current 5th grade students were in the 3rd grade, so most of the tier 3 students may have been retained that year. This contributes to the large number of tier 3 students in 5th grade.

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

Our third grade FSA ELA showed the most improvement.

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

We had a focus on each child. In our data room, we created cards with their data and identified subgroup(s). This data was monitored all year. We moved students according to their new levels.

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

We will continue the data cards, with a more detailed focus on the K-2 early stages of learning to read like phonics and phonemic awareness.

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.

Our staff will be offered additional PD in the new reading series, HMH as well as Reading Horizons. We will monitor the implementation for fidelity.

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

We will work to ensure that all staff are reading endorsed. The staff members that are reading endorsed will be working with small groups of tier 3 students.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	Based on data from our 2019 school report card, one of the two under performing subgroups is our English Language Learners (ELL).
Measurable Outcome:	Increase proficiency of our ELL students to 41%.
Monitoring:	We will utilize our Academic Coach/Support Facilitator and an ELL para for additional support for students that are striving and have a previous retention in reading and math; utilize a data room to monitor progress of ELL students; Other students will benefit from this monitoring, as well; monthly professional development that will provide strategies for teachers to use with ELL students.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	We will utilize our Academic Coach/Support Facilitator and an ELL para for additional support for students that are striving and have a previous retention in reading and math; utilize a data room to monitor progress of ELL students; Other students will benefit from this monitoring, as well; monthly professional development that will provide strategies for teachers to use with ELL students.
Rationale for Evidence-based Strategy:	Increase support for teachers and students. FSA data and progress monitoring data.

Action Steps to Implement

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Increase academic achievement with a focus on students of diverse backgrounds and abilities. Based on data from our school report card, the second underperforming subgroup is our Students with Disabilities (SWD).
Measurable Outcome:	Increase the proficiency of SWD to at least 41%.
Monitoring:	Create a schedule for support facilitator and para. Meet monthly to monitor student data and student progress. Schedule monthly professional development with district coordinators/data coach.
Person responsible for monitoring outcome:	Amy Boggus (amy.boggus@suwannee.k12.fl.us)
Evidence-based Strategy:	We will utilize our Academic Coach/Support Facilitator and para for additional support for students that are striving and have a previous retention in reading and math; utilize a data room to monitor progress of SWD; monthly professional development for teachers to help provide strategies for SWD and striving students.
Rationale for Evidence-based Strategy:	Based on data from our school report card, the second underperforming subgroup is our Students with Disabilities (SWD).

Action Steps to Implement

Create a schedule for support facilitator and para. Meet monthly to monitor student data and student progress. Schedule monthly professional development with district coordinators/data coach.

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

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

Area of Focus Description and Rationale:	Based on our 2019 science and math data, the science proficiency was 43% and math proficiency was 45%.

Measurable Outcome:	Increase science and math proficiency to at least 50%.
Monitoring:	Create STEM schedules and Exploration Stations schedules. At the end of the year, a STEMposium will be held to showcase the work done in math and science.
Person responsible for monitoring outcome:	Perry Davis (perry.davis@suwannee.k12.fl.us)
Evidence-based Strategy:	We will implement weekly STEM labs in grades K-5 with an integration of ELA, math and science with technology; Exploration Stations will include a variety of technology and project-based learning that incorporates the engineering and design process.
Rationale for Evidence-based Strategy:	Increase critical thinking skills in all students through the engineering and design process.

Action Steps to Implement

No action steps were entered for this area of focus

#4. Other specifically relating to discipline	
Area of Focus Description and Rationale:	Our current discipline data indicates that we have reduced discipline incidents over the last year, however, this is still an area where we want to continue to improve.
Measurable Outcome:	Decrease the discipline incidents to promote a positive school environment.
Monitoring:	We will monitor students in all areas of the school, as well as track discipline data to determine the prime time/area for discipline behavior.
Person responsible for monitoring outcome:	Perry Davis (perry.davis@suwannee.k12.fl.us)
Evidence-based Strategy:	Implementation of Safety Patrol for 4th and 5th grade students stationed at various places around the school each day. Consistently teaching and reinforcing positive behavioral expectations; PAWS (Positive Action with Support) will be implemented. Students are rewarded for positive behavior. Positive, proactive behavior supports, Class challenge at PE for Character Ed.
Rationale for Evidence-based Strategy:	To create a positive school culture, discipline must be under control. We want all students to feel safe and loved in a structured environment.

Action Steps to Implement

No action steps were entered for this area of focus

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.

The discipline data for our school indicates that we are similar to other districts in our area. We are working to create a positive school environment for students and staff.

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

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

Our teachers and staff play an integral role in promoting a positive culture at SPE. By building relationships with parents, they are able to help meet the needs of their families, as well as their students. The APT promotes a positive environment at SPE by supporting our teachers, staff and students. Each Friday, members of the APT provide treats for staff members.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
4	III.A.	Areas of Focus: Other: discipline	$0.00
		Total:	$0.00