

Suwannee County Schools

Suwannee Virtual School



2021-22 Schoolwide Improvement Plan

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Suwannee Virtual School

305 PINEWOOD DR SW, Live Oak, FL 32064

suwanneevirtual.sites.thedigitalbell.com

Demographics

Principal: Angelia Stuckey

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students White Students*
School Grades History	2018-19: C (46%) 2017-18: I (%) 2016-17: No Grade
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.

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)
Combination School KG-12	No	27%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

District Mission

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

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

Provide the school's vision statement.

District Vision

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

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Stuckey, Angelia	Principal	The principal works to recruit highly qualified teachers and provide professional development and feedback as needed, monitors progress toward achieving SIP goals, ensures policies and procedures are in place, and facilitate conferences involving teachers, students, and parents. In addition, the principal monitors and mentors students who meet criteria of the early warning system.
Garbett, Lisa	Assistant Principal	The assistant principal/Coordinator assists the principal in recruiting highly qualified teachers and providing professional development and feedback for teachers as needed, monitors progress toward achieving SIP goals, and ensures policies and procedures are in place. She works with students and parents evaluating high school credits to assist with making graduation plans for students, enrolling students into appropriate courses, facilitating meetings with teachers, students, and parents, and mentors students meeting early warning indicators.
Cox-Knowles, Brooke	School Counselor	The guidance counselor facilitates conferences involving the teacher, student, and parents to discuss the student's academic and social life both during the present school year as well as for years to come. In addition, the guidance counselor monitors and mentors students who meet the requirements of the early warning system providing social-emotional and academic support. She conducts progress monitoring activities, coordinates and implements FSA and EOC testing administrations, evaluates high school credits and makes graduation pathways and plans.
Hester, Angela	Instructional Coach	The Instructional Coach is the lead person for assisting teachers to provide reading interventions for our students. She provides professional development in the new B.E.S.T. Standards and works closely with teachers to implement new strategies with our virtual students.

Demographic Information

Principal start date

Monday 7/1/2019, Angelia Stuckey

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

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

14

Total number of students enrolled at the school

172

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

4

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

4

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	3	8	11	10	9	19	13	11	14	15	20	26	11	170	
Attendance below 90 percent	0	3	6	3	2	2	2	7	3	3	6	9	4	50	
One or more suspensions	0	0	0	0	0	0	0	1	0	1	1	1	0	4	
Course failure in ELA	0	0	2	1	1	5	4	1	0	1	4	5	3	27	
Course failure in Math	0	0	1	0	0	2	5	3	1	2	3	4	3	24	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	7	2	1	7	4	12	9	3	48	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	13	5	3	7	6	9	7	1	54	
Number of students with a substantial reading deficiency	0	0	1	0	2	7	2	1	4	4	7	2	1	31	

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	2	1	2	5	5	4	3	3	10	10	4	49	

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	4	2	0	6	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	2	0	0	3	

Date this data was collected or last updated

Thursday 9/23/2021

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	7	7	14	15	19	17	13	15	14	19	13	7	1	161
Attendance below 90 percent	1	1	5	6	4	3	6	5	3	4	5	2	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	1	1	0	0	3	1	0	6
Course failure in Math	0	0	0	0	0	1	1	2	2	0	2	1	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	2	4	2	3	4	3	1	0	22
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	4	4	1	3	5	4	1	0	24

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	2	3	5	3	3	2	5	2	0	25

The number of students identified as retainees:

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

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	7	7	14	15	19	17	13	15	14	19	13	7	1	161
Attendance below 90 percent	1	1	5	6	4	3	6	5	3	4	5	2	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	1	1	0	0	3	1	0	6
Course failure in Math	0	0	0	0	0	1	1	2	2	0	2	1	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	2	4	2	3	4	3	1	0	22
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	4	4	1	3	5	4	1	0	24

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	2	3	5	3	3	2	5	2	0	25

The number of students identified as retainees:

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

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				59%	53%	61%		46%	60%
ELA Learning Gains				35%	54%	59%		40%	57%
ELA Lowest 25th Percentile					40%	54%		30%	52%
Math Achievement				45%	55%	62%		48%	61%
Math Learning Gains				43%	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	0%	56%	-56%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	48%	-48%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	47%	-47%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	46%	-46%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	0%	42%	-42%	52%	-52%
Cohort Comparison		0%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
09	2021					
	2019	0%	47%	-47%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	51%	-51%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	61%	-61%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	50%	-50%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	43%	-43%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	45%	-45%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	50%	-50%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	44%	-44%	53%	-53%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	66%	-66%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	68%	-68%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	64%	-64%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	44%	-44%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	59%	-59%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

Students in grades K-8 are assessed using I-Ready Diagnostic tests and students in grades 9-12 are assessed using Renaissance Place and Performance Matters Assessments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8 / 38%		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8 / 13%		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11 / 36%		
	Economically Disadvantaged	0		
	Students With Disabilities	1 /		
	English Language Learners	1 / 0%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11 / 27%		
	Economically Disadvantaged	0		
	Students With Disabilities	1 /		
	English Language Learners	1 / 0%		

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10 / 70%		
	Economically Disadvantaged	0		
	Students With Disabilities	1 / 0%		
	English Language Learners	1 / 100%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10 / 50%		
	Economically Disadvantaged	0		
	Students With Disabilities	1 / 0%		
	English Language Learners	1 / 100%		
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9 / 33%		
	Economically Disadvantaged	0		
	Students With Disabilities	1 /		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9 / 33%		
	Economically Disadvantaged	0		
	Students With Disabilities	1 /		
	English Language Learners	0		

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19 / 26%		
	Economically Disadvantaged	0		
	Students With Disabilities	4 / 25%		
	English Language Learners	1 / 100%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19 / 21%		
	Economically Disadvantaged	0		
	Students With Disabilities	4 / 0%		
	English Language Learners	1 / 0%		
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	19 / 11%		
	Economically Disadvantaged	0		
	Students With Disabilities	4 / 0%		
	English Language Learners	1 / 0%		
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15 / 13%		
	Economically Disadvantaged	0		
	Students With Disabilities	5 / 20%		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15 / 13%		
	Economically Disadvantaged	0		
	Students With Disabilities	5 / 20%		
	English Language Learners	0		

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10 / 30%		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10 / 50%		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10 / 20%		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14 / 21%		
	Economically Disadvantaged	0		
	Students With Disabilities	3 / 0%		
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14 / 7%		
	Economically Disadvantaged	0		
	Students With Disabilities	3 / 0%		
	English Language Learners	0		
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	14 / 0%		
	Economically Disadvantaged	0		
	Students With Disabilities	3 / 0%		
	English Language Learners	0		

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16 / 0%		
	Economically Disadvantaged	0		
	Students With Disabilities	2 / 0%		
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16 / 0%		
	Economically Disadvantaged	0		
	Students With Disabilities	2 / 0%		
	English Language Learners	0		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	16 / 0%		
	Economically Disadvantaged	0		
	Students With Disabilities	2 / 0%		
	English Language Learners	0		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21 / 5%		
	Economically Disadvantaged	0		
	Students With Disabilities	4 / 0%		
	English Language Learners	2 / 0%		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21 / 0%		
	Economically Disadvantaged	0		
	Students With Disabilities	4 / 0%		
	English Language Learners	2 / 0%		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	21 / 5%		
	Economically Disadvantaged	0		
	Students With Disabilities	4 / 0%		
	English Language Learners	2 / 0%		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27 / 0%		
	Economically Disadvantaged	0		
	Students With Disabilities	6 / 0%		
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27 / 0%		
	Economically Disadvantaged	0		
	Students With Disabilities	6 / 0%		
	English Language Learners	0		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	27 / 0%		
	Economically Disadvantaged	0		
	Students With Disabilities	6 / 0%		
	English Language Learners	0		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	27 / 4%		
	Economically Disadvantaged	0		
	Students With Disabilities	6 / 0%		
	English Language Learners	0		

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
Biology	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
US History	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		

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
HSP	62	50		31	17						
WHT	54	40		17	7		46				
FRL	38	36		14							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	59	33		40	40						
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	184
Total Components for the Federal Index	5
Percent Tested	89%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	33
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	22
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

One of the main trends that is common across grade levels is that we cannot get full participation from all students in Progress Monitoring. In order for us to focus on a growth and proficiency, we need to focus on the importance of participation from all students.

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

Based on the data we did collect, we found that Math and Science are the two main areas in need of improvement.

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

One of the contributing factors to the need for improvement in Math and Science is the lack of a certified math or science teacher. Our teachers are seeking certification in those areas and participate in professional development activities in areas in which they are not certified.

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

ELA continues to be the higher scoring area for our students.

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

Our school increased the number of teachers due to the increased number of students enrolled in 2020-2021. Most of those teachers were Language Arts or Elementary teachers that were reading endorsed which brought experience in ELA.

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

1. Increased small group work with students requiring tiered instruction.
2. Students will be assigned to mentors that will continue to monitor progress of students.

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.

1. The Instructional Coach will work closely with teachers to provide strategies and materials to assist with virtual small group sessions.
2. Teachers will participate in District-wide professional development opportunities pertaining to Reading and Math as provided.

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

It is our hope that the Instructional Coach position will continue each year as she provides valuable information and assistance to our virtual teachers. We will continue the use of virtual small group reading sessions and begin incorporating small group virtual math sessions as we move through the year.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Data shows that our ELA Achievement percentage has remained above the District average, but our Learning Gains continue to fall below the District percentage. In 2019, our Learning Gains were at 35% which we increased to 43% in 2021. This is still below the District average of 54% and 45% respectively.

Measurable Outcome: Suwannee Virtual School will increase Learning Gains for students in ELA Reading by 20% on the 2022 FSA.

Monitoring: We will monitor our progress using iReady Diagnostic assessments and progress in iReady. Our ELA teachers and Instructional Coach will work with groups of students requiring targeted reading interventions using the iReady Toolbox and other reading curriculum provided by the District.

Person responsible for monitoring outcome: Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

Evidence-based Strategy: Students will use iReady for Tier 2 and 3 Reading Interventions. We will also encourage all of our students to use iReady on a regular basis for continued practice and support.

Rationale for Evidence-based Strategy: We used the current iReady Diagnostic data and the data from the last FSA ELA Reading assessment to determine our needs for this school year. The students that are served by Suwannee Virtual School make up a very diverse and ever-changing population. We are trying to target all students by providing strong Tier 1 strategies to prepare them for return to their brick-and-mortar schools.

Action Steps to Implement

Continue to ensure we have Reading Endorsed Teachers employed as Language Arts/Reading teachers. We currently have two full-time Reading Endorsed Teachers providing small group interventions.

Person Responsible Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

We will provide targeted reading interventions for students showing reading deficiencies as outlined in the Reading Plan. (Instructional Coach and ELA Teachers)

Person Responsible Angela Hester (angela.hester@suwannee.k12.fl.us)

Increase use of Synchronous Sessions with our elementary students within the Edgenuity program.

Person Responsible Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

Increase contact with students receiving tiered interventions by assigning mentors to students in order to provide constant communication and encouragement for students and parents.

Person Responsible Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

Increase the participation in Reading Diagnostic tests and usage of iReady with all students.

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

Use iReady Toolbox for intervention strategies.

Person Responsible Angela Hester (angela.hester@suwannee.k12.fl.us)

Use the Intensive Reading courses provided by Edgenuity to allow students more practice with reading strategies.

Person Responsible Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Data from 2021 FSA shows our Math Achievement percentage and Learning Gains dropped significantly from 2019. Our Math Achievement Percentage dropped from 45A% to 22% and Learning Gains dropped from 43% to 10%. We believe there are several reasons for this drop including the increased enrollment in Suwannee Virtual School due to the pandemic.

Measurable Outcome: Suwannee Virtual School will increase Math Achievement by 20% as demonstrated on the 2022 FSA Math and Algebra and Geometry EOCs.

Monitoring: We will monitor students through the use of iReady Math, daily work through Edgenuity, and course completions.

Person responsible for monitoring outcome: Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

Evidence-based Strategy: We will be using iReady for our students in grades K-8 and working with small groups for tiered interventions with all students in grades K-12.

Rationale for Evidence-based Strategy: Our student population has increased over the past two years and we are in need of certified math teachers that can provide instruction for our higher level math courses. We analyzed our math data by using the most current iReady diagnostic information as well as FSA Math and EOC scores from the past two assessments.

Action Steps to Implement

Use iReady with students in grades K-8 based on the pathway designed by the first diagnostic assessment.

Person Responsible Angela Hester (angela.hester@suwannee.k12.fl.us)

Increase the use of Synchronous Sessions in the Elementary Edgenuity Curriculum.

Person Responsible Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

Participate in District professional development activities to assist our uncertified math teachers.

Person Responsible Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

Use the iReady Toolbox for additional interventions with our struggling math students.

Person Responsible Angela Hester (angela.hester@suwannee.k12.fl.us)

Increase participation in diagnostic assessments in grades K-12.

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

#3. Culture & Environment specifically relating to School Safety

Area of Focus Description and Rationale: Through completing our FSSAT, we noticed that our cameras on campus were not working to 100%. We currently have 81% of our cameras working.

Measurable Outcome: Suwannee Virtual School will increase the number of working cameras from 81% to 100%.

Monitoring: This area of focus will be monitored by our Security Guard, SRD, and Coordinator throughout the 2021-2022 school year.

Person responsible for monitoring outcome: Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

Evidence-based Strategy: According to our safety plans, we aim to keep our students and teachers safe at all times. We are an open campus without gates or fences and the building we are housed in is used often for training and testing. We currently have a secretary that monitors the entrance and signs guests in using the Raptor system. Our cameras are the only other line of sight we have around the perimeter of the campus.

Rationale for Evidence-based Strategy: We analyzed data from the FSSAT and other district criteria to determine the need for keeping our building safe.

Action Steps to Implement

SVS will work with the District Maintenance and IT Departments to continue to repair and upgrade cameras as needed.

Person Responsible: Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

#4. Instructional Practice specifically relating to Collaborative Planning

Area of Focus	The population at Suwannee Virtual School is very fluid and it is difficult to get students to commit to taking assessments when scheduled. According to our data from the 2020-2021 assessments, we only tested 89% of our full-time students.
Description and Rationale:	
Measurable Outcome:	Suwannee Virtual School will increase the percentage of full-time students tested from 89% to 100% during the 2021-2022 FSA Test window.
Monitoring:	We will monitor this area of Focus throughout the school year by ensuring our full-time students are coded correctly in Focus.
Person responsible for monitoring outcome:	Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)
Evidence-based Strategy:	Suwannee Virtual School will continue to communicate all test dates and times with students and parents. Information about testing will be posted on social media sites as well as our school website.
Rationale for Evidence-based Strategy:	Suwannee Virtual School students must complete their EOC and test requirements to graduate from our school. Because our students move to and from our virtual model back to the brick-and-mortar schools, we feel it is important that they continue being treated as a full-time student. We offer testing opportunities just like the other schools in the district and work to encourage students to participate.

Action Steps to Implement

All students and parents will receive assessment and progress monitoring expectations in writing during enrollment meetings.

Person Responsible Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

Teachers and staff will communicate all testing information to students and parents.

Person Responsible Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

The Guidance Counselor will communicate all testing information to students, parents, and teachers and create a workable schedule for all involved keeping within the test administration window provided by the state.

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

Testing dates and times will be published on our school website and social media accounts.

Person Responsible Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

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.

Suwannee Virtual School only has students on campus for testing so there is no discipline data to report.

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.

Suwannee Virtual School has an open door policy where parents and students are welcome to come in and meet with a teacher or staff as needed. Each teacher makes it a point to reach out to students and parents weekly to build positive relationships with students through a virtual setting. Teachers often reach out to community members for support in different areas.

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

Stakeholders include parents, family members, district staff, and community agencies including Suwannee Valley Electric which offers grant opportunities for our teachers.

Part V: Budget

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

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