

Suwannee County Schools

Suwannee Middle School



2022-23 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 10 |
| Planning for Improvement | 15 |
| Positive Culture & Environment | 0 |
| Budget to Support Goals | 0 |

Suwannee Middle School

1730 WALKER AVE SW, Live Oak, FL 32064

sms.suwannee.k12.fl.us

Demographics

Principal: Laura Williams

Start Date for this Principal: 2/12/2019

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 6-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2021-22 Title I School | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 95% |
| 2021-22 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 | 2021-22: C (52%) 2018-19: C (53%) 2017-18: C (49%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | TSI |

* 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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 10 |
| Planning for Improvement | 15 |
| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Suwannee Middle School

1730 WALKER AVE SW, Live Oak, FL 32064

sms.suwannee.k12.fl.us

School Demographics

| | | |
|--|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p> | <p>2021-22 Title I School</p> <p>Yes</p> | <p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>95%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>47%</p> |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| Grade | C | | C | C |

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Raise the Bar. Every Student. Every Day.

Provide the school's vision statement.

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

Suwannee Pride
 P-eople are valued and appreciated in the school and community
 R-igor is embedded in all areas of the curriculum
 I-ntegrity is expected and recognized
 D-etermination is exhibited by students and staff
 E-xcellence is strived for daily

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name | Position Title | Job Duties and Responsibilities |
|----------------------|---------------------|---------------------------------|
| Williams, Laura | Principal | |
| Disken, Cara | Assistant Principal | |
| Davis, Perry | Assistant Principal | |
| Herrington, Cristina | Instructional Coach | |
| McLaughlin, Bridget | Dean | |
| Bonds, Alan | Dean | |

Demographic Information

Principal start date

Tuesday 2/12/2019, Laura Williams

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 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.*

0

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

990

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 347 | 308 | 333 | 0 | 0 | 0 | 0 | 988 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 79 | 78 | 88 | 0 | 0 | 0 | 0 | 245 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 19 | 16 | 0 | 0 | 0 | 0 | 52 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 2 | 16 | 0 | 0 | 0 | 0 | 53 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 1 | 21 | 0 | 0 | 0 | 0 | 57 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 91 | 98 | 121 | 0 | 0 | 0 | 0 | 310 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 107 | 108 | 104 | 0 | 0 | 0 | 0 | 319 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 2 | 0 | 0 | 0 | 0 | 7 |

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 73 | 48 | 64 | 0 | 0 | 0 | 0 | 185 |

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Wednesday 9/21/2022

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 320 | 333 | 323 | 0 | 0 | 0 | 0 | 976 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 82 | 84 | 89 | 0 | 0 | 0 | 0 | 255 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 15 | 20 | 0 | 0 | 0 | 0 | 52 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 14 | 10 | 0 | 0 | 0 | 0 | 56 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 22 | 11 | 0 | 0 | 0 | 0 | 74 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 69 | 79 | 82 | 0 | 0 | 0 | 0 | 230 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 84 | 108 | 97 | 0 | 0 | 0 | 0 | 289 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 69 | 79 | 82 | 0 | 0 | 0 | 0 | 230 |

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 74 | 57 | 70 | 0 | 0 | 0 | 0 | 201 |

The number of students identified as retainees:

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

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 320 | 333 | 323 | 0 | 0 | 0 | 0 | 976 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 82 | 84 | 89 | 0 | 0 | 0 | 0 | 255 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 15 | 20 | 0 | 0 | 0 | 0 | 52 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 14 | 10 | 0 | 0 | 0 | 0 | 56 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 22 | 11 | 0 | 0 | 0 | 0 | 74 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 69 | 79 | 82 | 0 | 0 | 0 | 0 | 230 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 84 | 108 | 97 | 0 | 0 | 0 | 0 | 289 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 69 | 79 | 82 | 0 | 0 | 0 | 0 | 230 |

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 74 | 57 | 70 | 0 | 0 | 0 | 0 | 201 |

The number of students identified as retainees:

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

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 | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 41% | 41% | 50% | | | | 45% | 45% | 54% |
| ELA Learning Gains | 46% | | | | | | 44% | 44% | 54% |
| ELA Lowest 25th Percentile | 37% | | | | | | 37% | 37% | 47% |
| Math Achievement | 45% | 38% | 36% | | | | 45% | 45% | 58% |
| Math Learning Gains | 51% | | | | | | 50% | 50% | 57% |
| Math Lowest 25th Percentile | 44% | | | | | | 44% | 44% | 51% |
| Science Achievement | 50% | 45% | 53% | | | | 54% | 54% | 51% |
| Social Studies Achievement | 72% | 51% | 58% | | | | 71% | 71% | 72% |

Grade Level Data Review - State Assessments

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

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | 42% | 46% | -4% | 54% | -12% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 42% | 42% | 0% | 52% | -10% |
| Cohort Comparison | | -42% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 48% | 47% | 1% | 56% | -8% |
| Cohort Comparison | | -42% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | 39% | 45% | -6% | 55% | -16% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 45% | 50% | -5% | 54% | -9% |
| Cohort Comparison | | -39% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 31% | 30% | 1% | 46% | -15% |
| Cohort Comparison | | -45% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 52% | 52% | 0% | 48% | 4% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 70% | 68% | 2% | 71% | -1% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 82% | 44% | 38% | 61% | 21% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |

Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 18 | 36 | 28 | 17 | 36 | 34 | 18 | 52 | | | |
| ELL | 20 | 37 | 27 | 37 | 45 | 38 | 25 | 58 | | | |
| BLK | 20 | 36 | 42 | 19 | 44 | 46 | 26 | 52 | | | |
| HSP | 34 | 43 | 34 | 41 | 48 | 39 | 41 | 67 | 81 | | |
| MUL | 39 | 54 | 36 | 42 | 52 | 53 | 47 | 56 | | | |
| WHT | 53 | 50 | 36 | 57 | 55 | 43 | 64 | 83 | 83 | | |
| FRL | 32 | 43 | 38 | 35 | 46 | 43 | 41 | 66 | 85 | | |
| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 9 | 25 | 30 | 12 | 31 | 33 | 24 | 24 | | | |
| ELL | 22 | 35 | 36 | 29 | 55 | 64 | 23 | 39 | | | |
| BLK | 21 | 30 | 20 | 19 | 34 | 24 | 26 | 46 | 73 | | |

| 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 | 38 | 48 | 40 | 42 | 57 | 57 | 39 | 52 | 77 | | |
| MUL | 30 | 45 | 54 | 30 | 42 | | 30 | 55 | | | |
| WHT | 47 | 43 | 29 | 55 | 49 | 36 | 62 | 70 | 83 | | |
| FRL | 32 | 39 | 34 | 34 | 44 | 39 | 40 | 49 | 72 | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 20 | 32 | 29 | 23 | 40 | 39 | 22 | 46 | | | |
| ELL | 13 | 29 | 35 | 22 | 40 | 48 | 6 | 50 | | | |
| BLK | 29 | 33 | 36 | 25 | 37 | 38 | 28 | 59 | 73 | | |
| HSP | 41 | 46 | 39 | 41 | 49 | 48 | 51 | 65 | 89 | | |
| MUL | 42 | 52 | | 26 | 41 | | 42 | | | | |
| WHT | 52 | 47 | 35 | 54 | 56 | 47 | 64 | 80 | 89 | | |
| FRL | 39 | 41 | 35 | 38 | 45 | 43 | 50 | 64 | 76 | | |

ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | TSI |
| OVERALL Federal Index – All Students | 50 |
| 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 | 28 |
| Total Points Earned for the Federal Index | 497 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99% |
| 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% | 3 |
| English Language Learners | |
| Federal Index - English Language Learners | 35 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |

| English Language Learners | |
|--|-----|
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 36 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 46 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | 47 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | 58 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| Economically Disadvantaged Students | |
|--|----|
| Federal Index - Economically Disadvantaged Students | 46 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Part III: Planning for Improvement

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?

Based on our most recent data, there are trends of students struggling in areas that require integration of information from multiple texts and deeper analysis of texts in ELA. This is also demonstrated in the Spring 2022 FSA Writing scores. These trends are present in the SWD, ELL, and Black subgroups.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The Spring 2022 ELA results and FAST PM1 results show the need for 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?

There are multiple contributing factors that leads to this need for improvement. Students in some subgroups and grade levels are reading below grade level. When these students are reading below grade level it is a struggle to read and comprehend text that is on their tested grade level. The demands on the reading assessment require students to read and analyze multiple texts on both similar and different topics. These students need targeted interventions by Reading Endorsed teachers to address this need and to help those students move closer to reading on grade level. These targeted interventions are planned and adjusted based upon the most recent data gathered on formatives in the classroom and state progress monitoring.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The Spring 2022 state assessments showed improvements in all areas. The Civics assessment showed the most improvement with 12 points gained. Our focus last year was ELA, and we did show gains in achievement, learning gains, and the lowest quartile for ELA.

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

Improvement in the area of craft and structure strand was due to intensive and structured intervention in these strands and benchmarks. School-wide, teachers taught specific and targeted lessons to students focused on these areas. These lessons required collaboration between teachers, students and peers in the classroom. Students also worked on a portion independently to assess if growth occurred during the intervention period. The student data was reviewed school-wide and with teachers to make adjustments based on student data.

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

To accelerate learning, the school needs to continue to provide targeted interventions and lessons for students reading below grade level. There will also be a focus school-wide on increasing literacy instruction in every classroom and intentionally provided students opportunities to analyze multiple texts.

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.

Teachers will be provided with professional development on reading interventions and teaching foundational reading skills in the middle school classroom. Additionally, school-wide professional development will be centered on incorporating ELA K-12 EE benchmarks into all content and intervention lessons. Additionally, some teachers, administration, the Media Specialist, and the Academic Coach will be participating in a program that has multiple professional development sessions during the year that are focused on building stronger lessons utilizing the BEST benchmarks and understanding more complex texts.

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

The intensive reading intervention lessons are designed using curriculum that was adopted by the school district and will continue to be used in the future. Additionally, the instructional coach, department leaders, and administrative team have been involved in the professional development in the areas of needed improvement. In conjunction with this ongoing professional development, it is a focus of the entire school to improve Tier 1 instruction and Tier 3 instruction under the direction of the administrative team and instructional coach.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students with disabilities continue to be an area of focus at Suwannee Middle School. The SMS Federal Index for students with disabilities is 30%, and the threshold set by the state is 41%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The students with disabilities state testing results will increase by 4%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor the progress of our students with disabilities by utilizing common formative and summative assessments (in ELA) to ensure that all students are receiving similar instruction and are given the opportunity to engage with and master the LAFS standards. Teachers are also meeting with administration regularly throughout the year to plan together, share strategies, and develop lessons to target areas of weakness or strengths. Tier 2 and Tier 3 students will complete a checkpoint on the same LAFS standards independently during the week. This student data will be monitored by teachers, ESE support staff, academic coach, and administration to determine if additional supports are needed for ELA and if student growth is being made. Continual progress monitoring with iReady (ELA and Math), STAR (Algebra 1), and Mastery Connects (Science and Civics) will also be used to track student progress.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy

Certified, highly-effective ESE teachers will be scheduled to ensure fidelity and compliance with IEP's, to ensure that individual needs are met, and to ensure that students are engaged in the general education classroom setting. Tier 3 students have been scheduled into an Intensive Reading course with a Reading Endorsed teacher. The classes are small in number and designed to provide one-on-one or small group instruction for Tier 3 students. Teachers in the Intensive Reading course utilize Reading Horizons to address the gaps in foundational skills that students in Tier 3 have, based on diagnostic and

being implemented for this Area of Focus. progress monitoring data. The Reading Horizons curriculum targets the foundational skills areas of phonics, phonological awareness, and comprehension. Students will also work independently, with teacher support and guidance as needed, on Quick Reads and Quick Writes to address other reading skills and concepts.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

By utilizing certified, highly-effective ESE teachers, we will ensure competent, passionate, and qualified teachers are teaching in this area of great need. The teachers will ensure that IEP's are followed and will help their students to have success in the general education setting. By scheduling Tier 3 students into Intensive Reading classes with Reading Endorsed teachers, and by purchasing a research-based, vetted curriculum for those classes, we can target the reading needs of students with disabilities, which will help students in all areas of learning.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

English Language Learners (ELL's) continue to be an area of focus as identified by the state. The Federal Index at SMS for ELL's is 35%, while the threshold for ELL's is 41%.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELL students will increase in the Federal Index for English Language Learners by 4%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor the progress of our ELL students by utilizing common formative and summative assessments (in ELA) to ensure that all students are receiving similar instruction and are given the opportunity to engage with and master the LAFS standards. Teachers are also meeting with administration regularly throughout the year to plan together, share strategies, and develop lessons to target areas of weakness or strengths. students will complete a checkpoint on the same LAFS standards independently during the week. This student data will be monitored by teachers, ELL support staff, the academic coach, and administration to determine if additional supports are needed for ELA and if student growth is being made. Continual progress monitoring with iReady (ELA and Math), STAR (Algebra 1), and Mastery Connect (Science and Civics) will also be used to track student progress.

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy

Teachers will provide inquiry-based lessons with dialogue and writing strategies, utilize the ELL paraprofessionals to enhance the instructional environment, and analyze their ACCESS for ELL reports to identify areas of need. Further, To provide additional support for ELL students, Tier A students are in an Intensive Reading course with a Reading Endorsed teacher, a support teacher and 2 ELL paraprofessionals. In that course, students will be provided intensive reading interventions using the Reading Horizons program. Based on the student data, the students will begin with lessons on letter introduction and

being implemented for this Area of Focus.

letter groups. Students will continue to progress through the program and be provided intensive instruction in decoding, dictation, and phonics skills. The lessons will also include practice in reading comprehension on students' reading levels.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy.

By providing lessons that support language acquisition, utilizing the ELL paraprofessionals effectively, and understanding their students individual needs, ELL teachers will help their students to increase English language proficiency and increase achievement on state testing. The Intensive Reading course being taught by a Reading Endorsed teacher utilizing the Reading Horizons Program are research-based, data driven decisions to support our ELL students.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increase the academic achievement of Black/African American students. The Federal Index for Black/African American Students at SMS is 36%, with the threshold identified by the state being 41%

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Black/African American students will increase FSA ELA proficiency by 5%, which would help us to hit our ESSA target of 41%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor the progress of our Black/African American students by utilizing common formative and summative assessments (in ELA) to ensure that all students are receiving similar instruction and are given the opportunity to engage with and master the LAFS standards. Teachers are also meeting with administration regularly throughout the year to plan together, share strategies, and develop lessons to target areas of weakness or strengths. Tier 2 and Tier 3 students will complete a checkpoint on the same LAFS standards independently during the week. This student data will be monitored by teachers, the academic coach, and administration to determine if additional supports are needed for ELA and if student growth is being made. Continual progress monitoring with iReady (ELA and Math), STAR (Algebra 1), and Mastery Connect (Science and Civics) will also be used to track student progress.

Person responsible for monitoring outcome:

Laura Williams (laura.williams@suwannee.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy

Tier 3 students have been scheduled into an Intensive Reading course with a Reading Endorsed teacher. The classes are small in number and designed to provide one-on-one or small group instruction for Tier 3 students. Teachers in the Intensive Reading course utilize Reading Horizons to address the gaps in foundational skills that students in Tier 3 have, based on diagnostic and progress monitoring data. The Reading Horizons curriculum targets the foundational skills areas of phonics, phonological awareness, and comprehension. Students will also work independently, with teacher support and guidance

being implemented for this Area of Focus. as needed, on Quick Reads and Quick Writes to address other reading skills and concepts.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

By scheduling Tier 3 students into Intensive Reading classes with Reading Endorsed teachers, and by purchasing a research-based, vetted curriculum for those classes, we can target the reading needs of our students, which will help students in all areas of learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#4. Positive Culture and Environment specifically relating to School Safety

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Ensure that the learning and working environments at SMS are supportive, safe, and secure. Students will work more efficiently if they feel safe and protected. Every year, we strive to become a safer environment.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will ensure that all of our district-assigned drills are completed with fidelity this school year. We will continue to advocate for 2 egress gates at the West side of the campus, allowing us to exit easily to the Sports Complex should we need to evacuate our campus quickly.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

School Safety Emergency Drill After-Action Reports will be completed for each drill and emailed to Mr. Gray. Mr. Gray will monitor the drills to ensure that we are completing them to the desired outcomes.

Person responsible for monitoring outcome:

Perry Davis (perry.davis@suwannee.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Practicing the emergency drills with fidelity is essential to the safety and security at SMS.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

The value of practicing to be prepared in the event of an emergency is second to none. We have been directed by the Director of Safety and Security, as well as the Assistant Superintendent, to ensure that these drills get completed each month. In reviewing the drills, we have found areas on our campus that need attention, such as the above mentioned egress gate on the West side of the campus. During our reunification drill, it became obvious that we have a bottle-neck situation at the back gate as students and staff wait for someone to arrive that has a key to open the gate. This creates a very scary situation.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

We have worked hard to build a positive school culture and environment. Students in the Sixth Grade take a Social Studies course called Engaging Citizens Through Service Learning. In the course, the students explicitly learn the 7 habits of Highly Effective People. Students learn about citizenship, service learning, and problem-solving strategies. By teaching this course in the sixth grade, we hope to impact students for the rest of their middle school years. We offer several different clubs and after-school sports at SMS to foster relationships between students, teachers, and coaches. We have added events for parents and students to participate in together. This year we are Building with Dad, and students can come and build a Ladder Gold set with their dad's. It is going to be a really cool event. We also have Painting With Mom, which is a hit everytime. We continue to have an active FFA, sports teams, and Esports program, all of which help to build a positive school culture. We are excited to have a fun Homecoming week planned, an active awareness committee, and a big literacy week in the coming months. Teachers and staff all participate on Action Teams that serves a key purpose at SMS. These teams work together to plan key events for the students and staff. This year we started a Spirit Club that works to spread school spirit throughout the school. The Spirit Club gives "swag bags" to all sports and clubs throughout the year to let them know that we are proud of them. The Spirit Club also supports the teachers with a treat or a surprise each month. Shared decision-making is instrumental in creating a positive school culture and environment. The school should not feel like a dictatorship, but more like a family working together. We ensure that the school is safe at all times. If students feel unsafe, they will live in fear and be much less productive. It is our job to ensure the physical safety of our students, as well as tackling the mental health challenges of our students, too.

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

SMS stakeholders include the students, parents, faculty, staff, and community members/business partners. The students have a role of following the school rules, participating in class, and trying their best. We

encourage the students to find their voice, join a club, and to get involved. SMS parents have a role of working together with their child and the school to create a positive experience for the student. Parents are offered opportunities to participate in school-sponsored events with their children. Parents are encouraged to attend sporting or FFA events. Most importantly, parents are asked to communicate with the school through FOCUS, CANVAS, or any other means. Parent-teacher conferences are common and appreciated. The SMS faculty and staff can work together to create a positive culture and environment at the school by following the 7 habits, participating in or viewing some of the after school activities, and communicating with parents about the progress of their children. We have to have a partnership in order for us to be successful. The community members and business partners in Live Oak are invaluable. We have many fundraisers throughout the year with local business partners, including Dairy Queen, Big Wood, Zaxby's, Moe's, and many more. The community works together to support the local schools. We also work closely with the Sheriff's Department and the Health Department to ensure that our campus is safe, and to address areas of concern throughout the campus. We communicate and work closely with Suwannee High School, to which we are a feeder school. We try to share the same goals and visions throughout the two schools. We offer courses that will help both the student and the high school whenever possible. We are a united front. We work with the three elementary schools to support the students coming up to the Middle school so that they can feel comfortable making the transition know that their children are taken care of.