

Suwannee County Schools

Suwannee Pineview Elementary



2022-23 Schoolwide Improvement Plan

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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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 (46%) 2018-19: A (73%) 2017-18: A (73%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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Suwannee Pineview Elementary

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ses.suwannee.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	51%

School Grades History

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

School Board Approval

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SIP Authority

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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.

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

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
Boggus, Amy	Principal	Instructional leader, mediator, nurse, counselor, assistant, encourager
Wooley, Jennifer	Assistant Principal	Instructional leader, mediator, nurse, counselor, assistant, encourager
Moore, Rhonda	School Counselor	Guidance - ELL, ESE, SST, 504
Carter, Rebecca	Instructional Coach	Coaching, SST, Data, testing, small groups

Demographic Information

Principal start date

Monday 6/1/2015, Amy Boggus

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.*

0

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

44

Total number of students enrolled at the school

682

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

7

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

10

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	108	116	108	92	103	116	0	0	0	0	0	0	0	643	
Attendance below 90 percent	10	7	9	8	11	18	0	0	0	0	0	0	0	63	
One or more suspensions	5	16	13	5	25	18	0	0	0	0	0	0	0	82	
Course failure in ELA	1	6	6	19	8	14	0	0	0	0	0	0	0	54	
Course failure in Math	0	5	4	7	12	7	0	0	0	0	0	0	0	35	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	21	36	0	0	0	0	0	0	0	61	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	21	26	0	0	0	0	0	0	0	50	
Number of students with a substantial reading deficiency	57	40	49	39	36	36	0	0	0	0	0	0	0	257	

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	7	13	16	22	23	29	0	0	0	0	0	0	0	110	

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	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

Wednesday 9/28/2022

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	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	

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	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	

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	52%	52%	56%				53%	53%	57%
ELA Learning Gains	54%						85%	64%	58%
ELA Lowest 25th Percentile	33%							50%	53%
Math Achievement	58%	43%	50%				60%	55%	63%
Math Learning Gains	51%						95%	64%	62%
Math Lowest 25th Percentile	31%							31%	51%
Science Achievement	44%	57%	59%					48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	52%	56%	-4%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		-52%				
05	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	61%	-3%	62%	-4%
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		-58%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						

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	24	38	27	26	32	23	19				
ELL	28	38	38	40	35	31	14				
BLK	39	36	15	40	36	25	25				
HSP	37	38	38	51	38	29	28				
WHT	62	66	47	65	61	40	55				
FRL	46	46	31	54	44	27	35				
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							
HSP	44			55							
MUL	56			50							
WHT	63			69							
FRL	48	89		55	94						

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)	ATSI
OVERALL Federal Index – All Students	49
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	67
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	41
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	57
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	45
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?

Students in first and second grade began school lower than current kindergarten students in ELA on the first iReady assessment. First grade students began lower than kindergarten students in math on the initial iReady assessment. The percent of students beginning the 22-23 two or more years below grade level is increasing. We are seeing the students that attended kindergarten during the pandemic, 19-20 school year, are in 3rd grade this year. There appears to be a slight increase in students scoring on grade level on the first iReady assessment in ELA among 3rd, 4th and 5th grade students and a slight increase in math among 4th and 5th grade students.

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

Based on progress monitoring data, kindergarten and 1st grade students are in the greatest need of improvement. When looking at 2022 state assessments, 3rd grade ELA dropped 5 points and 5th grade ELA dropped 2 points.

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

Research shows that students who miss more than 18 days in pk, kindergarten or 1st grade only have a 17% chance of reading on grade level in 3rd grade. It takes students two days to catch up from one day absent. We see that these grade levels continue to have the lowest average daily attendance, which is a huge factor in the data. We are focusing on attendance, especially at these young ages.

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

Based on iReady progress monitoring, our 3rd grade students showed the most improvement, however, this did not prove true on the 2022 state assessment. When looking at 2022 state assessments, 4th grade ELA jumped from 41% to 52% and 5th grade math went up to 53% from 49%.

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

Our fourth grade team began using a research-based phonics program, Reading Horizons. Our academic coach also pulled the bottom quartile students and worked with them in small groups. Some of these students also participated in a year long after school reading program. We are also integrating intervention in the math block.

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

We will continue the after school reading program, as well as having these students getting intervention with a highly qualified teacher using the research based phonics program. We have created paraprofessional schedules that give each teacher extra support during their intervention time. We will also continue the math interventions. Our Literacy Leadership Team has determined that engagement is an area that needs to be addressed.

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.

Each month, teachers are provided math PD on B.E.S.T. standards and best practices in Tier 1 instruction. We are also providing professional development in Trauma Informed Care, as well as engagement. Each month we meet with teachers to look at student data and determine next steps. We will look at our data to determine other needed professional development.

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

Our Literacy Leadership Team will continue to do walkthroughs to ensure an increase in engagement in the classrooms. We will continue to 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.

Areas of Focus

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

:

#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.

Based on data from our school report card, one of the underperforming subgroups is our Students with Disabilities (SWD).

Measurable Outcome:

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

Increase the proficiency of SWD so that the Federal Index is above 41%.

Monitoring:

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

Support facilitator and para will work with our SWD's in small groups. They will assist with instruction in and out of the classroom. Meet monthly to monitor student data and student progress. Schedule monthly professional development with district coordinators/data coach.

Person responsible for monitoring outcome:

Jennifer Wooley (jennifer.wooley@suwannee.k12.fl.us)

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

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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our SWD's will use a research-based phonics program, Reading Horizons to help fill in gaps and gain a better understanding on phonics and phonemic awareness, the foundation of reading.

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.

Support facilitator and para will create a schedule that will allow for the most efficient use of time for instruction. They will work with students each week to instruct and intervene. We will meet monthly to monitor student data and progress.

Person Responsible

Jennifer Wooley (jennifer.wooley@suwannee.k12.fl.us)

#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.

Based on data from our 2022 school report card, another under performing subgroup is our English Language Learners (ELL).

Measurable Outcome:

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

Increase the proficiency of our ELL students so their Federal Index is above 41%.

Monitoring:

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

Our Academic Coach and an ELL para will work with our ELL students in small group for additional support 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: Describe the evidence-based strategy being implemented for this Area of Focus.

We will utilize our Academic Coach and ELL para to work in small groups for additional support for our ELL students. We will monitor progress of ELL students; monthly professional development that will provide strategies for teachers to use with ELL students.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Increase support for teachers and students. FSA data and progress monitoring data. Our academic coach will use a research based phonics and phonemic awareness program to help ELL students learn the foundations of reading.

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.

Based on the ESSA subgroup data, African American students are another one of our underperforming groups.

Measurable Outcome:

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

Increase proficiency of African American students so they score above 41% on the federal index.

Monitoring:

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

During our Literacy Leadership Walk throughs, we will be monitoring engagement. By increasing engagement, students will become more involved in their learning.

Person responsible for monitoring outcome:

Rebecca Carter (rebecca.carter@suwannee.k12.fl.us)

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

We will be providing professional development to teachers on Trauma Informed Care/Classrooms and engagement. We have to understand where students are coming from emotionally before they can be taught. Once we understand this and we increase engagement in the lessons, students will begin to see the value of school and education.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Based on the data from our school report card, this underperforming subgroup has dropped in the past year.

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 Discipline

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Discipline incidents increased from 20-21 to 21-22.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>Decrease the discipline incidents to promote a positive school environment.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>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.</p>
<p>Person responsible for monitoring outcome:</p>	<p>[no one identified]</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being</p>	<p>A dean has been added to help assist with discipline, as well as to mentor students that are a continuous disruption to the learning environment. All staff has been trained in Trauma Informed Classroom and Care. We have continued the Safety Patrol morning stations for 4th and 5th grade students. By having them stationed at various places around the school each day, they are able to assist students in need, as well as help monitor the areas. Added a morning duty area in the hallways for additional student monitoring. Moved morning holding areas so there are smaller numbers of students and a quieter environment to begin the day. Consistently teaching and reinforcing positive behavioral</p>

implemented for this Area of Focus.

expectations; Students are rewarded for positive behavior. Positive, proactive behavior supports, Class challenge at PE for Character Ed.

Rationale for Evidence-based

Strategy:

Explain the

rationale for

selecting

this specific

strategy.

Describe the resources/

criteria used

for selecting

this

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. Because we live in a low socio-economic area, many of our students live in poverty and may not know where they will lay their heads at night or where their next meal will come from. These negative childhood experiences may be why some of our students act out and misbehave.

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

#5. Instructional Practice specifically relating to Student Engagement**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our proficiency in both ELA and Math increased overall from 20-21 to 21-22, but science dropped. Our bottom quartile students dropped in proficiency and learning gains. During Literacy Leadership Team Walkthroughs with our LLT and the state literacy director, it was determined that we needed to focus on active engagement. Students of all ethnicities and abilities will benefit and learn from this type of instruction.

Measurable Outcome:

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

Increase ELA to 53% and Math proficiency to at 60% and Science to at least 52%, using innovative, high-yield engagement strategies.

Monitoring:

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

During walkthroughs, there will be a focus on active engagement strategies..

Person responsible for monitoring outcome:

Rebecca Carter (rebecca.carter@suwannee.k12.fl.us)

Evidence-based Strategy:

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

Teachers will learn from their peers. Each month during a professional development, teachers will work together to transform lessons, moving from compliant engagement to active engagement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

During Literacy Leadership walkthroughs, using the form from Just Reads Florida, it was determined that students are compliantly engaged, however, not many were actively engaged. When looking at state assessment data, we see that our bottom quartile students have not grown as much as other students. By increasing active engagement in the classroom, all students will benefit and learn.

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

#6. Positive Culture and Environment specifically relating to Attendance

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Over the last few years, we have seen a decrease in progress monitoring data in Kindergarten and 1st grade students. We noticed that these grade levels also have the lowest attendance, beginning in pk.

Measurable

Outcome:

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

Increase the average attendance of students in pk, kindergarten and 1st grade to above 90%.

Monitoring:

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

Each month, a report of average daily attendance will be pulled. We will schedule attendance meetings with all students with more than 10 days of absences, even those students in pk and kindergarten.

Person responsible for monitoring outcome:

Rhonda Moore (rhonda.moore@suwannee.k12.fl.us)

Evidence-based Strategy:

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

Each month, a report of average daily attendance will be pulled. We will schedule attendance meetings with all students with more than 10 days of absences, even those students in pk and kindergarten. We are also sending letters and attendance research home to let parents know the importance of good attendance in the early years. An attendance board has been placed in the lobby so parents can see attendance percentages by grade levels.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research shows that students who miss more than 10% (18 days) of the year in pk, kindergarten or 1st grade only have a 17% chance of reading on grade level in 3rd grade. When the lowest attendance is in the early grades, gaps have been created, making it difficult for students to be reading on grade level by the time they are in 3rd grade.

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.

We will monitor monthly attendance by pulling a report. We will schedule attendance meetings with parents of students that have missed 10 or more days in 90 days.

Person Responsible Rhonda Moore (rhonda.moore@suwannee.k12.fl.us)

Letters will be sent home to inform parents of pk, k and 1st grade students the importance of good attendance.

Person Responsible Rhonda Moore (rhonda.moore@suwannee.k12.fl.us)

An attendance committee will develop incentives/celebrations for students and parents.

Person Responsible [no one identified]

Letters will be sent home to inform parents of pk, k and 1st grade students the importance of good attendance.

Person Responsible Rhonda Moore (rhonda.moore@suwannee.k12.fl.us)

An attendance committee will develop incentives/celebrations for students and parents.

Person Responsible [no one identified]

Letters will be sent home to inform parents of pk, k and 1st grade students the importance of good attendance.

Person Responsible Rhonda Moore (rhonda.moore@suwannee.k12.fl.us)

An attendance committee will develop incentives/celebrations for students and parents.

Person Responsible Rhonda Moore (rhonda.moore@suwannee.k12.fl.us)

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 will build positive relationships with parents, families and other community stakeholders through various events. At our Meet Your teacher, we have given out backpacks with supplies, as well as provided assistance with our Parent FOCUS portal for parents struggling to get it set up. We had a table for our transportation department so parents would be able to meet with them and determine the correct bus route for the first day of school. We have had Dairy Queen nights, family book fair events; Dad's Day; Veteran's Day event; STEM Christmas Event, STEM Movie night events; Literacy Night; Picnics and Paperback literacy lunch event, Mom's Day; End of Year Awards; APT meetings.

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

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, which is a welcomed sight. We work with local businesses to help promote a positive culture.