

Suwannee County Schools

Suwannee Virtual School



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2021-22 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	2021-22: C (41%) 2018-19: C (46%) 2017-18: I (%)
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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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)
Combination School KG-12	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

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

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

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
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.
Munden, Leslie	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 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.*

4

Total number of teacher positions allocated to the school

7

Total number of students enrolled at the school

95

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

1

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

1

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	2	2	5	4	8	7	9	4	5	13	10	14	12	95
Attendance below 90 percent	0	0	2	0	1	1	0	2	2	3	1	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	1	2	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	2	1	2	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	1	0	1	1	0	5	4	5	3	20
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	5	1	8	3	1	1	2	0	3	24
Number of students with a substantial reading deficiency	1	0	1	2	1	1	4	1	0	6	5	5	3	30

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	2	2	1	1	4	3	1	5	2	5	3	29

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

Date this data was collected or last updated

Thursday 10/12/2023

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	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

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	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	

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	

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

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	45%	48%	55%				59%	53%	61%
ELA Learning Gains	39%						35%	54%	59%
ELA Lowest 25th Percentile								40%	54%
Math Achievement	21%	33%	42%				45%	55%	62%
Math Learning Gains	23%						43%	57%	59%
Math Lowest 25th Percentile								47%	52%
Science Achievement	17%	50%	54%					64%	56%
Social Studies Achievement		63%	59%					64%	78%

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	0%	56%	-56%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	48%	-48%	58%	-58%
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	47%	-47%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	46%	-46%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	42%	-42%	52%	-52%
Cohort Comparison		0%				
08	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	0%	61%	-61%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	50%	-50%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	0%	43%	-43%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	45%	-45%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	50%	-50%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	0%	44%	-44%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	66%	-66%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	68%	-68%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	64%	-64%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	44%	-44%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	59%	-59%	57%	-57%

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
BLK	20			9							
HSP	45			25							
WHT	57	64		19	17					100	50
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						

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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	289
Total Components for the Federal Index	7
Percent Tested	98%
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%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

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	15
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	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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 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	51
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	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
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?

Math achievement is low across all grade levels and subgroups. We feel that this was due to not having a certified math teacher on staff for the entire school year. We now have 2 certified teachers on staff and are working on small group work and individual tutoring as needed.

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

The greatest need for improvement is in math for all grade levels and subgroups.

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

SVS did not have a certified math teacher at the start of the 2021-2022 school year. By the end of the year, we had 2 on staff to help our students. We now have 2 full-time certified and experienced math teachers as well as one certified and experienced part-time math teacher. Our students are working closely with these teachers on course content.

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

Graduation rate and percent tested increased for the 2021-2022 school year. SVS graduation rate increased to 100% and the percent of students tested increased from 89% to 98%.

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

SVS teachers were an integral part in making sure our students reported for testing. Communication between teachers, students, and parents increased because of the increase in our staff. Students and parents became aware of the importance of participation in all areas of SVS.

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

1. Increased small group work with students requiring tiered instruction in Reading.
2. Increased small group work with students showing low achievement levels in math based on most current progress monitoring and previous FSA scores.
3. Weekly data meetings with all SVS teachers.

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 small group sessions.
2. Teachers will participate in district-wide professional development activities 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 all of our teachers. The addition of a full-time counselor will be beneficial in working more closely with students and families in making educational decisions. We will continue the use of small group sessions moving from virtual to in-person groups.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and

Rationale:

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

ELA achievement levels on the 2022 FSA dropped from 56% to 45% and learning gains dropped from 43% to 39%. The subgroup needing the most intervention would be our black population showing only 20%. There was not enough data to determine learning gains for our subgroups.

Measurable

Outcome:

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

Suwannee Virtual School will increase overall achievement in ELA Reading from 45% to 55%.

Monitoring:

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

We will monitor our progress through usage of IReady Diagnostic assessments and progress in IReady pathways for students in grades K - 8 and through the Intensive Reading coursework for students in grades 9-12. ELA teachers will provide small group instruction for students requiring targeted reading interventions using the IReady Toolbox and other reading curriculum provided by the district. This progress will be discussed in weekly data meetings.

Person responsible for monitoring outcome:

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

Evidence-based

Strategy:

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

Students identified as Tier 2 or Tier 3 in grades K-8 will use IReady and small group lessons to provide reading interventions. We will also require students to work in IReady pathways for no less than 45 minutes per week for continued practice and support.

Rationale for Evidence-based

Strategy:

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

We use current IReady Diagnostic results as well as FSA ELA Reading results 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 work at providing strong Tier 1 support for all students to prepare them for return to their brick-and-mortar schools.

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.

Increase face-to-face intervention sessions with tier 2 and 3 students to provide targeted reading interventions.

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

Increase participation of students utilizing IReady pathways in grades K-8.

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

Supplement the Edgenuity curriculum with district provided ELA curriculum appropriate for each grade level.

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

All teachers will participate in weekly data meetings targeting student course progress and progress monitoring data. We will also monitor the course progression using the new B.E.S.T. Standards as provided through the Edgenuity curriculum.

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

#2. Instructional Practice specifically relating to Math

Area of Focus

Description and

Rationale:

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

Math scores for Suwannee Virtual School have been declining each year. One of the reasons for this is the mobility of our students and the lack of certified math teachers employed by SVS. Scores decreased from 22% to 21% overall achievement.

Measurable

Outcome:

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

Suwannee Virtual School will increase overall achievement in Math from 21% to 31%.

Monitoring:

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

We will monitor our progress through usage of IReady Diagnostic assessments and progress in IReady pathways for students in grades K-8. Students in grade 9-12 will be monitored through district progress monitoring. Math teachers will provide small group instruction for students requiring targeted math interventions using the IReady Toolbox and other reading curriculum provided by the district. This progress will be discussed in weekly data meetings.

Person responsible for monitoring outcome:

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

Evidence-based

Strategy:

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

Teachers at SVS will be utilizing the new Edgenuity curriculum teaching the B.E.S.T. Standards for all students. They are also identifying students that are in need of Tier 2 and Tier 3 interventions to help target students needing intensive intervention in Math. Students in grades K-8 are being encouraged to participate in IReady pathways for math interventions.

Rationale for Evidence-based Strategy:

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

Math scores on the 2022 FSA Math assessments show a decline in achievement levels for our students. Students struggle with math as shown on assessments and course enrollments in Edgenuity.

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.

SVS has two experienced and certified Math Teachers on staff that will provide face-to-face interventions for virtual students.

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

Increase the participation of full-time students utilizing IReady for Math interventions in grades K-8.

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

Weekly data meetings targeting student course progress and progress monitoring data for students.

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

Utilize new math standards and new course curriculum in Edgenuity supplementing course work as needed.

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

#3. 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.

Suwannee Virtual students have not shown successful completion rates in coursework on Edgenuity within the 18 week period (semester). This has caused students to fall behind, requiring them to work extra to stay on pace with their peers at the same grade level.

Measurable

Outcome:

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

Suwannee Virtual School will increase the number of students with successful course completions within course timelines from 53% to 70%.

Monitoring:

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

This area of focus is monitored through weekly data meetings with teachers. Students will be encouraged to work daily and will be required to meet with the Coordinator, Counselor, and Teachers if adequate progress is not being made.

Person responsible for monitoring outcome:

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

Evidence-based

Strategy:

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

As students are enrolled in coursework in Edgenuity, a course end date is assigned. This date is 18 weeks (semester) from the start date. Students will be required to meet this deadline for each course in order to maintain the required pacing for promotion.

Rationale for Evidence-based

Strategy:

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

This strategy is being enforced by all Suwannee Virtual teachers in order to recover from the "grace and mercy" given to all students during the COVID pandemic. Students were able to enroll and re-enroll in virtual school based on illness and/or outbreaks in the community. This has caused some students to fall behind their graduating cohort. Suwannee Virtual School faculty will enforce these new end dates for students, helping them to learn strategies to maintain pacing.

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.

Full-time enrollment windows are now in place for all students to make sure students stay on pace with district school calendar.

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

Suwannee Virtual teachers, counselor, and coordinator will work with students and parents to teach strategies to assist students in completing coursework within the 18 week window.

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

Weekly data meetings targeting student course progression and progress monitoring data.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Students in grades K-2 were assessed using the IReady Diagnostic assessment. Each student scored in the Tier 2 or Tier 3 Reading Intervention range. Students will be required to complete 45 minutes of IReady instruction each week and will meet face-to-face with the teacher up to two times per week for intensive instruction.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Students in grades 3-5 were assessed using the FSA (grades 4 & 5) and IReady Diagnostic. 42% of our students fall within the Tier 2 Reading Intervention range and 21% fall in the Tier 3 intervention range. Students will be required to complete 45 minutes of IReady instruction each week and will meet face-to-face with the teacher up to two times per week for intensive instruction.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Suwannee Virtual School will increase overall achievement of our students in grades K-2 from 33% scoring at a 40% or higher on the STAR Assessment to 50% scoring a 40% or higher.

Grades 3-5: Measureable Outcome(s)

Suwannee Virtual School will increase overall achievement of our students in grade 3-5 from 41% scoring at a Level 3 or higher on the FAST to 50% scoring Level 3 or higher.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The areas of focus will be monitored through weekly data meetings, IReady pathway progress and lessons passed, and STAR progress monitoring.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Garbett, Lisa, lisa.garbett@suwannee.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

SVS will use i-Ready for all students in grades K-5. Students will be required to work on their individual pathways at least 45 minutes per week and will complete diagnostic assessments 3 times per year. In addition, teachers will use material from the i-Ready Toolbox to work with students in small groups for intensive interventions.

SVS will also work with the Regional Literacy Director from NEFEC to learn strategies to help students at the Tier 2 and 3 levels.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

i-Ready has been utilized by the Suwannee County School District for several years. It has shown positive results with all students when utilized correctly.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
SVS will hold weekly data meetings with teachers, the instructional coach, the counselor, and the coordinator to discuss current progress of all students.	Garbett, Lisa, lisa.garbett@suwannee.k12.fl.us
SVS will utilize the i-Ready Toolbox to facilitate small group learning with students.	Hester, Angela, angela.hester@suwannee.k12.fl.us
SVS Coordinator, Instructional Coach, and Reading Endorsed teachers will participate in NEFEC trainings pertaining to RAISE as offered.	Garbett, Lisa, lisa.garbett@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.

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 school culture and environment.

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