

Suwannee County Schools

Suwannee Opportunity School



2022-23 Ungraded Schoolwide Improvement Plan

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Suwannee Opportunity School

325 PINWOOD DR, Live Oak, FL 32064

www.suwannee.k12.fl.us

Demographics

Principal: Angelia Stuckey

Start Date for this Principal: 7/1/2019

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	Combination School 1-12
Primary Service Type (per MSID File)	Alternative 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)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Suwannee County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Suwannee Opportunity School's mission is to provide alternative options for at-risk and hard to serve students to meet their educational needs on a pathway to individual success.

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 Opportunity School's vision is to provide each student with a positive nurturing environment where students are empowered with skills needed to reach their potential for personal success.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Suwannee Opportunity School's student population is made up of 1st through 12th-grade high-risk students. Specific supports include blended curriculum as well as behavioral supports and interventions.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Stuckey, Angelia	Principal	<p>The principal and coordinator recruit highly qualified teachers, provides professional development and feedback for teachers, monitors progress toward achieving SIP goals, ensures policy and procedures are in place, enrolls students, and facilitates parent/student/teacher conferences. In addition, both members of administration will monitor and mentor students who meet the requirements of the early warning system and provide social emotional support to students.</p> <p>Because the SOS is an alternative school, the District Advisory Committee, DAC will serve as the school advisory committee.</p>
Curls, Darrell	Other	<p>The principal and coordinator recruit highly qualified teachers, provide professional development and feedback for teachers, monitor progress toward achieving SIP goals, ensure policy and procedures are in place, enroll students, and facilitate parent/student/teacher conferences. In addition, both members of administration will monitor and mentor students who meet the requirements of the early warning system.</p> <p>Because the SOS is an alternative school, the District Advisory Committee DAC, will serve as the school advisory committee</p>
Cox-Knowles, Brooke	School Counselor	<p>Guidance Counselor will be instrumental in evaluating transcripts, assisting with master scheduling, progress monitoring, scheduling and implementing state testing, coordinating mental health/social emotional supports, and academic/career counseling.</p>
Hester, Angela	Instructional Coach	<p>The instructional coach will assist students by helping them develop techniques that will better enable them to assimilate information. The coach will mentor teachers and provide them with strategies and best practices to meet the needs of their students. The coach will observe and provide feedback to the teachers. He/She will also help with providing and seeking out professional development opportunities.</p>

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date

Monday 7/1/2019, Angelia Stuckey

Total number of students enrolled at the school.

51

Total number of teacher positions allocated to the school.

6

Number of teachers with professional teaching certificates?

4

Number of teachers with temporary teaching certificates?

2

Number of teachers with ESE certification?

2

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

3

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

3

Demographic Data

Early Warning Systems

2022-23

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	1	5	1	8	3	5	3	15	3	6	1	51
Attendance below 90 percent	0	0	1	2	1	5	2	2	3	9	2	3	1	31
One or more suspensions	0	0	1	2	0	4	1	2	1	9	2	2	1	25
Course failure in ELA	0	0	0	0	0	0	0	0	1	1	0	1	1	4
Course failure in Math	0	0	0	1	0	0	1	0	3	1	1	1	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	1	3	1	3	5	4	3	2	1	23
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	4	2	3	5	6	1	1	1	23
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	1	1	0	2

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	1	2	1	6	1	1	6	3	3	2	1	27

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	3	0	1	0	1	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	0	0	1

Date this data was collected or last updated

Monday 10/17/2022

2021-22 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	1	3	2	2	5	5	13	8	6	0	1	46
Attendance below 90 percent	0	0	0	1	1	1	4	4	7	5	4	0	1	28
One or more suspensions	0	0	0	1	1	0	0	0	4	4	1	0	0	11
Course failure in ELA	0	0	0	0	0	0	2	1	3	3	1	0	0	10
Course failure in Math	0	0	0	0	0	0	1	1	2	2	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	1	4	3	4	3	6	0	0	22
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	2	4	4	8	5	4	0	0	28

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	1	1	1	3	4	9	5	4	0	0	28

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	1	2	2	4	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	1	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		48%	55%					53%	61%
ELA Learning Gains								54%	59%
ELA Lowest 25th Percentile								40%	54%
Math Achievement		33%	42%					55%	62%
Math Learning Gains								57%	59%
Math Lowest 25th Percentile								47%	52%
Science Achievement		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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
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
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
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

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Based on the goals from last year's SIP the areas of focus were to decrease the number of students in tier 3 intervention for ELA and math. The progress monitoring tool that was used to collect the data for these two areas was i-Ready.

Which data component showed the most improvement? What new actions did your school take in this area?

The most improved component was reading with a decrease of 14%. Students that qualified for tier 3 intervention for reading received targeted intervention from a reading-endorsed teacher four times a week for fifteen minutes each session.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Math was the area that showed the greatest need for improvement. The specific component that showed to be the most problematic was geometry and measurements and data. Both of these components have 44% of students scoring three or more grade levels behind. The data was pulled from the progress monitoring tool i-Ready.

What trends emerge across grade levels, subgroups and core content areas?

The data pulled from i-Ready shows that math scores are low across all grade levels. 42% of students scored three or more years below grade level, 28% scored two or more below grade level, 28% scored one grade level behind, and 3% scored mid or above grade level.

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

The strategies that were implemented to accelerate learning included hiring new motivated teachers and paraprofessionals along with an academic coach. The, now full-time, guidance counselor is working with teachers to make sure students are progress monitored so that they have up-to-date data to implement targeted instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

There have been multiple opportunities for professional development to provide teachers and leaders with support. Professional development for the new standards and new curriculum has been offered multiple times throughout the year. SOS has weekly meetings that cover topics and strategies to promote student achievement. There is continued PD to target areas of need.

Areas of Focus:

#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.

The area of focus was chosen due to the low base line i-Ready data from progress monitoring period September 2022.
61% of Tier 3 ELA

Measurable Outcome:

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

Decrease the number of students in Tier 3 based on the final ELA i-Ready diagnostic from 61% to 56%

Monitoring:

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

Students will be monitored through progress monitoring windows using i-Ready diagnostic.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

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

Targeted intervention and support provided by an academic coach or reading endorsed teacher.

Rationale for Evidence-based Strategy:

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

Reading interventions are implemented 4 to 5 times a week 15-20 minutes in a small group setting with 5 or less students.

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.

Developing a schedule to provide intensive interventions based on progress monitoring data.

Person Responsible

Brooke Cox-Knowles (brooke.cox-knowles@suwannee.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: The area of focus was chosen due to the low base line i-Ready data from progress monitoring period September 2022. 70% of Tier 3 math
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: Decrease the number of students in Tier 3 based on the final Math i-Ready diagnostic from 70% to 65%.
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: Students will be monitored through progress monitoring windows using i-Ready diagnostic.
 Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Brooke Cox-Knowles (brooke.cox-knowles@suwannee.k12.fl.us)

Evidence-based Strategy: Consistent use of the blended learning model keeps students on pace specifically, addressing the individual student's academic needs, through Edgenuity, i-Ready and face-to-face instruction. Individualized data chats with each student is essential in encouraging academic ownership.
 Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Targeted skills specific support helps increase student growth. Involving students in data chats will promote a more confident learner.
 Explain the rationale for selecting this specific strategy. 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.
 Develop a data chat checklist to initiate self awareness, set personal goals, and promote personal growth.

Person Responsible [no one identified]

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. Other 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 the safety of the learning and working environment at SOS are supportive, safe, and secure. SOS serves an at risk student population, requiring a high level of supervision and security awareness.

Measurable Outcome:

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

The goal is to increase the number of working cameras from 88% to 100%.

Monitoring:

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

The number of completed work orders.

Person responsible for monitoring outcome:

Darrell Curls
(darrell.curls@suwannee.k12.fl.us)

Evidence-based Strategy:

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

Work with facilities director and IT to repair or replace all nonworking cameras.

Rationale for Evidence-based Strategy:

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

Safety and security is a high priority at SOS all areas of the campus need to be monitored with cameras.

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.

Put in a work order for installation or repair of cameras.

Person Responsible

[no one identified]

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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

Suwannee Opportunity School implements tiered instruction for students who are one or more grade levels behind in reading. Tier 3 instruction must be delivered by a reading-endorsed teacher. The students that qualify for tier 3 instruction receive targeted intervention fifteen minutes per day four days a week, in addition to tier 2 intervention which is ten minutes per day four days a week. According to data from i-Ready the last diagnostic test for the 21/22 school year showed that 75% of students were not on target to score Level 3 or above on statewide assessments.

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

Suwannee Opportunity School implements tiered instruction for students who are one or more grade levels behind in reading. Tier 3 instruction must be delivered by a reading-endorsed teacher. The students that qualify for tier 3 instruction receive targeted intervention fifteen minutes per day four days a week, in addition to tier 2 intervention which is ten minutes per day four days a week. According to FSA data for the 21/22 school year showed that 50% of students did not score a Level 3 or above.

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)

There is currently only one student in this group for the 22/23 school year. He scored 462, which is one year behind according to i-Ready data. However, he scored on grade level according to STAR. The measurable goal for this student is to score 501 on i-Ready which would meet his typical growth score by the end of the school year.

Grades 3-5: Measureable Outcome(s)

There are currently thirteen students in this group. According to i-Ready data, of these students 84% qualify for Tier 3 intervention. The measurable goal for this group is to decrease the number of students to 75% in Tier 3 intervention.

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 i-Ready data. The data from the diagnostic test will be used to determine the growth and achievement of the students. Students will be tested three times a year.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Cox-Knowles, Brooke, brooke.cox-knowles@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?

Students are using HMH curriculum and i-Ready which are aligned with B.E.S.T. standards. Students also receive Tiered intervention with a reading-endorsed teacher.

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?

The programs that are being utilized are aligned with B.E.S.T. standards. They meet the individual needs of the students. The program i-Ready creates personalized paths for students that are designed to meet their individual needs.

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
The academic coach will provide resources to the teachers to assist with meeting the needs of the students. She will help schedule professional development for teachers.	Hester, Angela, angela.hester@suwannee.k12.fl.us
The academic coach will assist teachers with Tiered intervention and provide instruction for students that do not have a reading-endorsed teacher.	Hester, Angela, angela.hester@suwannee.k12.fl.us
Assessments will be used to drive instruction. Students will participate in progress monitoring throughout the year.	Cox-Knowles, Brooke, brooke.cox-knowles@suwannee.k12.fl.us

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

The data will be gathered using FOCUS attendance reports. The coordinator and guidance counselor will analyze the data and use the results of the data to guide decisions. The truancy team will meet to discuss interventions and incentives for the students.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The school will communicate with parents and students through multiple sources. Automated calls will go home in the event a student is absent. The teacher will call home after two days of absence. If needed a school administrator will reach out to the parent or guardian. Letters will be sent out informing parents of absences once they reach 5 unexcused absences within a thirty-day period. The truancy team will work with the family to encourage attendance.

Describe how implementation will be progress monitored.

The implementation of the program will be monitored by the truancy team. They will meet monthly to discuss students and their progress as well as the effectiveness of the interventions and supports put into place.

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.

Action Step	Person Responsible for Monitoring
The school will build a community for the student that may include the school guidance counselor, Meridian counselor, teacher, and academic coach to provide support for the student during the school day.	Curls, Darrell, darrell.curls@suwannee.k12.fl.us