Suwannee Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Suwannee Middle School

1730 WALKER AVE SW, Live Oak, FL 32064

sms.suwannee.k12.fl.us

School Board Approval

This plan was approved by the Suwannee County School Board on 9/12/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Raise the Bar. Every Student. Every Day.

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Williams, Laura	Principal	
Davis, Perry	Assistant Principal	
Herrington, Cristina	Instructional Coach	
Bonds, Alan	Dean	
Green, Traci	Assistant Principal	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The District Advisory Council (DAC) meets monthly to discuss school improvement efforts within all of the schools in our district. The DAC consists of teachers and parents from all of the schools in the district, as well as other staff members throughout the county, and community leaders. SMS has an APT that consists of teachers, school staff members, parents, and business associates. We meet monthly throughout the school year. One of our monthly meetings involves asking for input in regards to the SIP.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

After every progress monitoring period at SMS, the Lead Team will get together and look at our scores in relation to our goals on the SIP. We have a spreadsheet that allows us to easily intentionally monitor those areas of need as identified in the SIP. We will not revise the plan, but will instead look at our fidelity of the plan, if our data falls short. We may add addition supports to our goals if we are not seeing adequate progress.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	47%
2022-23 Economically Disadvantaged (FRL) Rate	95%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	111	91	99	301
One or more suspensions	0	0	0	0	0	0	87	51	79	217
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	28	1	14	43
Course failure in Math	0	0	0	0	0	0	29	0	19	48
Level 1 on statewide ELA assessment	0	0	0	0	0	0	81	82	105	268
Level 1 on statewide Math assessment	0	0	0	0	0	0	94	87	91	272
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	4	1	2	7
	0	0	0	0	0	0	0	0	0	

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

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	79	78	88	245
One or more suspensions	0	0	0	0	0	0	17	19	16	52
Course failure in ELA	0	0	0	0	0	0	35	2	16	53
Course failure in Math	0	0	0	0	0	0	35	1	21	57
Level 1 on statewide ELA assessment	0	0	0	0	0	0	91	98	121	310
Level 1 on statewide Math assessment	0	0	0	0	0	0	107	108	104	319
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	4	1	2	7

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	79	78	88	245
One or more suspensions	0	0	0	0	0	0	17	19	16	52
Course failure in ELA	0	0	0	0	0	0	35	2	16	53
Course failure in Math	0	0	0	0	0	0	35	1	21	57
Level 1 on statewide ELA assessment	0	0	0	0	0	0	91	98	121	310
Level 1 on statewide Math assessment	0	0	0	0	0	0	107	108	104	319
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	4	1	2	7

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	44	49	41	41	50	39		
ELA Learning Gains				46			41		
ELA Lowest 25th Percentile				37			31		
Math Achievement*	50	49	56	45	38	36	44		
Math Learning Gains				51			48		
Math Lowest 25th Percentile				44			37		
Science Achievement*	51	50	49	50	45	53	49		
Social Studies Achievement*	66	66	68	72	51	58	60		
Middle School Acceleration	81	81	73	83	41	49	81		
Graduation Rate					50	49			
College and Career Acceleration					72	70			
ELP Progress	39	39	40	28	82	76	48		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	332
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	497
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	4	4
ELL	39	Yes	4	
AMI				
ASN				
BLK	31	Yes	4	1
HSP	50			
MUL	56			
PAC				
WHT	67			
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	3
ELL	35	Yes	3	
AMI				
ASN				
BLK	36	Yes	3	
HSP	46			
MUL	47			
PAC				
WHT	58			
FRL	46			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			50			51	66	81			39
SWD	20			24			23	35			4	
ELL	20			36			24	44	73		6	39
AMI												
ASN												
BLK	25			25			25	50			4	
HSP	37			46			40	53	83		6	39
MUL	44			53			40	85			4	
PAC												
WHT	54			59			64	78	81		5	
FRL	40			44			42	59	71		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	41	46	37	45	51	44	50	72	83			28
SWD	18	36	28	17	36	34	18	52				
ELL	20	37	27	37	45	38	25	58				28
AMI												
ASN												
BLK	20	36	42	19	44	46	26	52				
HSP	34	43	34	41	48	39	41	67	81			28
MUL	39	54	36	42	52	53	47	56				
PAC												
WHT	53	50	36	57	55	43	64	83	83			
FRL	32	43	38	35	46	43	41	66	85			30

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	39	41	31	44	48	37	49	60	81			48
SWD	9	25	30	12	31	33	24	24				
ELL	22	35	36	29	55	64	23	39				48
AMI												
ASN												
BLK	21	30	20	19	34	24	26	46	73			
HSP	38	48	40	42	57	57	39	52	77			48
MUL	30	45	54	30	42		30	55				
PAC												
WHT	47	43	29	55	49	36	62	70	83			
FRL	32	39	34	34	44	39	40	49	72			56

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	38%	39%	-1%	47%	-9%
08	2023 - Spring	46%	48%	-2%	47%	-1%
06	2023 - Spring	41%	44%	-3%	47%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	53%	56%	-3%	54%	-1%
07	2023 - Spring	57%	58%	-1%	48%	9%
08	2023 - Spring	22%	24%	-2%	55%	-33%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	50%	49%	1%	44%	6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	81%	30%	51%	50%	31%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	63%	2%	66%	-1%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The ELA proficiency score showed the lowest performance, particularly seventh grade ELA. There are multiple contributing factors that leads to this need for improvement. Students in some subgroups and grade levels are reading below grade level. When these students are reading below grade level it is a

struggle to read and comprehend text that is on their tested grade level. The demands on the reading assessment require students to read and analyze multiple texts on both similar and different topics. When students are several years behind in reading proficiency, it shows on the state assessment.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The Civics End-of-Course Exam showed the greatest decline from the prior year. This was both a district and a statewide trend. This decline may be contributed to a new Civics teacher who struggled to find success in the Civics classroom. We are also looking at our pacing of the standards to see how we can adjust to teach to a deeper level.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The 8th grade math proficiency score had the greatest gap when compared to the state average. The reason for this is that some schools place students in their 8th grade math classes following a different set of rules than we do. Where our 8th grade math class consists of students who scored a level 1 or a level 2 on the 7th grade assessment, some schools put students who score levels 3, 4, and 5 in the 8th grade math class as well. This inflates their scores tremendously in this category. We did increase in the 8th grade math proficiency score by 6 points, however we were 35 points below the state average.

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

Our math scores showed the most improvement, with every grade level improving from last year to this year. As a whole, the Math scores indicated a 24 point improvement from the previous year. Our school adopted a new curriculum this year in the math department, and the teachers planned with it and implemented it with fidelity. The math department also began meeting every two weeks as a PLC. Teacher leaders were able to share best practices and the entire department grew.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student absenteeism is a concern, as well as students scoring a level 1 in ELA and/or Math on the state assessments.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. SMS will increase overall ELA proficiency from 42% to 47% as measured by Spring 2024 FAST PM 3.
2. Increase the academic achievement of English Language Learners in ELA.
3. Increase the academic achievement of Black/African American students in ELA.
4. Increase the academic achievement of students with disabilities in ELA.
5. SMS will create a positive culture and environment specifically relating to teacher retention and recruitment. We will work relentlessly to retain all teachers.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

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

SMS will increase the proficiency for Students with Disabilities from 30% to 35% as measured by Spring 2024 ESSA Federal Percent of Points Index.

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

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

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Certified, highly-effective ESE teachers will be scheduled to ensure fidelity and compliance with IEP's, to ensure that individual needs are met, and to ensure that students are engaged in the general education classroom setting. Tier 3 students have been scheduled into an Intensive Reading course with a Reading Endorsed teacher. The classes are small in number and designed to provide one-on-one or small group instruction for Tier 3 students. Teachers in the Intensive Reading course utilize Reading Horizons to address the gaps in foundational skills that students in Tier 3 have, based on diagnostic and progress monitoring data. The Reading Horizons curriculum targets the foundational skills areas of phonics, phonological awareness, and comprehension. Students will also work independently, with teacher support and guidance as needed, on Quick Reads and Quick Writes to address other reading skills and concepts.

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

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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Students with Disabilities who scored Tier 3 on the FAST ELA Assessment will be scheduled into Intensive Reading classes that are taught by Reading Endorsed teachers.

Person Responsible: Misty Herring (misty.herring@suwannee.k12.fl.us)

By When: 08/10/2023

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

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

SMS will increase proficiency for English Language Learners from 35% to 41% as measured by Spring 2024 ESSA Federal Percent of Points Index.

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

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

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will provide inquiry-based lessons with dialogue and writing strategies, utilize the ELL paraprofessionals to enhance the instructional environment, and analyze their ACCESS for ELL reports to identify areas of need. Further, To provide additional support for ELL students, Tier A students are in an Intensive Reading course with a Reading Endorsed teacher, a support paraprofessional and 2 ELL paraprofessionals. In that course, students will be provided intensive reading interventions using the Reading Horizons program. Based on the student data, the students will begin with lessons on letter introduction and letter groups. Students will continue to progress through the program and be provided intensive instruction in decoding, dictation, and phonics skills. The lessons will also include practice in reading comprehension on students' reading levels.

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

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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Tier A ELL students will be scheduled into an Intensive Reading class that is taught by a Reading Endorsed teacher. The Reading Horizons program will be utilized, as well as Rosetta Stone.

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

By When: 09/01/2023

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

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

SMS will increase proficiency for African American students from 36% to 41% as measured by Spring 2024 ESSA Federal Percent of Points Index.

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

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

Person responsible for monitoring outcome:

Traci Green (traci.green@suwannee.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

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

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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Tier 3 students will be scheduled into Intensive Reading Classes and taught by Reading Endorsed teachers.

Person Responsible: Misty Herring (misty.herring@suwannee.k12.fl.us)

By When: 8/10/2023

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A positive culture and environment specifically relating to teacher retention and recruitment is crucial. If we do not work to retain our teachers, we are stuck in a pattern of starting from the beginning with new teachers (or at least new to our school) year after year. This takes manpower and resources that could be used to continue to grow our current teachers instead of putting those resources into someone new.

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

SMS will retain 100% of teachers for the 2023-2024 school year (we will not NRB anybody unless they display an extreme behavior), excluding those who retire, leave the profession, or move. We will instead work relentlessly to retain these teachers by providing consistent coaching, support, and remediation as needed.

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

The school administrators and the academic coach will meet to discuss supports that may be needed for individuals within the school. We will also work closely with teacher mentors to ensure that new teachers are getting the supports that they need.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Coaching, walk-through's with feedback, peer mentors and team meetings are evidence-based interventions that are being implemented for this area of focus.

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

Struggling teachers need feedback and support in order to improve. When students struggle, we do not give up on them, so in turn, we should not give up on our teachers either. If we do, all of the time and effort that we have put into growing a teacher is for nothing.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

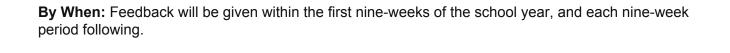**Will this evidence-based intervention be funded with UniSIG?**

No

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.

Timely teacher feedback and support will be given throughout the year.

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

By When: Feedback will be given within the first nine-weeks of the school year, and each nine-week period following.

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The ELA data on the state assessment proves that there is a need to increase proficiency in ELA as a school.

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

SMS will increase overall ELA proficiency from 42% to 47% as measured by Spring 2024 FAST PM 3.

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

We will monitor this Area of Focus after each progress monitoring event during the 23-24 school year. The data will be recorded on our data spreadsheet and will be shared with school leadership in order to facilitate discussions and learning amongst the school community.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Tier 3 students have been scheduled into an Intensive Reading course with a Reading Endorsed teacher. The classes are small in number and designed to provide one-on-one or small group instruction for Tier 3 students. Teachers in the Intensive Reading course utilize Reading Horizons to address the gaps in foundational skills that students in Tier 3 have, based on diagnostic and progress monitoring data. The Reading Horizons curriculum targets the foundational skills areas of phonics, phonological awareness, and comprehension. Students will also work independently, with teacher support and guidance as needed, on Quick Reads and Quick Writes to address other reading skills and concepts. Further, we are in our second year of implementation of NEFEC Rural Connect strategies. This year, we expand what a small group learned during year one of implementation to impact the entire school. We will do this by following the Rural Connect Sustainability Timeline that we made at the end of last school year. This will help us to keep on target with our Professional Development goals for the entire staff at SMS.

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

By scheduling Tier 3 students into Intensive Reading classes with Reading Endorsed teachers, and by purchasing a research-based, vetted curriculum for those classes, we can target the reading needs of our students, which will help students in all areas of learning. Further, by expanding our group of teachers and staff who are trained to use the NEFEC Rural Connect strategies, we are able to spread literacy across all areas within the school. The best part about the NEFEC Rural Connect Sustainability timeline is that it is our staff at SMS that will be taking the ideas learned during the trainings and teaching the rest of the school through our success stories during the first year of implementation, and by providing them with professional development that we ourselves are creating. We are working as a team to succeed together.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Tier 3 students will be scheduled into Intensive Reading classes with Reading Endorsed teachers.

Person Responsible: Misty Herring (misty.herring@suwannee.k12.fl.us)

By When: 8/10/2023

#6. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The math data on the state assessment proves that their is a need to increase proficiency in math as a school.

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

SMS will increase overall Math proficiency from 53% to 58% as measured by Spring 2024 FAST PM 3.

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

We will monitor this Area of Focus after each progress monitoring event during the 23-24 school year. The data will be recorded on our data spreadsheet and will be shared with school leadership in order to facilitate discussions and learning amongst the school community.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will use the B.E.S.T. Math vertical progression to support prior grade level gaps and proficiency. Teachers will also continue to use the BIG M Tiered Instruction Strategies as well as targeted pre-grade level procedural fluencies. As possible, the Ready Tools for Instruction will be utilized to fill gaps in learning as well.

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

As we continue to learn the BEST standards this school year, we must also continue to expand our knowledge of Tier 3 instruction in the math classroom. As noted on https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact, several independent studies (i.e., those conducted without guidance or funding by Curriculum Associates) found that i-Ready Personalized Instruction students outperformed their peers, making positive and statistically significant gains on state test measures such as the Florida Standards Assessments (FSA), Smarter Balanced Assessments (SBA), and Utah's Student Assessment of Growth and Excellence (SAGE). If you go to the website, you will see quite compelling evidence about the use of iReady to support math instruction and fill gaps on learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Plan will be developed for students to receive more practice on targeted grade-level fluencies and to fill in gaps in learning

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

By When: 8/10/2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Suwannee County School District, (SCSD) uses of a comprehensive needs assessment, (CNA). The CNA allows each school to address the schools' individual needs through a 3-year trend data analysis using the following areas: statewide, standardized assessments in Reading, Writing, and Mathematics, Progress Monitoring data, Federal Index, other data sources (i.e. behavior and attendance), School Grade Criteria, Teacher Effectiveness and Parent Involvement survey results. Each school also reviews the curriculum and instructional practices and resources, staff development, quality teaching, resource allocation, leadership, and family engagement with stakeholders that include the District Advisory Council.

Assessment data is discussed with stakeholders that include parents, teachers, academic coaches, and students who collaborate to create a plan of action to promote a growth mindset for student success. In addition, SCSD monitors and modifies intervention supports in place for at-risk students and develops additional at-risk programming to provide early intervention support as needed and identified.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will first be shared at a Board Workshop. The Board Workshop is open to the public and advertised ahead of time. After it is approved, the SIP will be shared with the District Advisory Council (DAC) at one of the monthly meetings. The DAC includes students, families, school staff and leadership, local businesses and organizations. We will also share a summary of the SIP on the school website, at https://sms.suwannee.k12.fl.us/. It will be available on the website in Spanish as well. We will share the SIP at our school-level APT meeting, which includes students, families, school staff and leadership, too. Throughout the year, we will be evaluating the progress of our SIP goals. We will share our progress at the DAC meetings, on the school website, and at the SPT meetings as well.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

We use the SIP to fulfill the requirement of the Family Engagement Plan. At SMS, we thoughtfully plan in the summer months to include events throughout the year to involve our parents, families, and other community stakeholders. We begin the school year with an Open House event for our 6th grade students and our new students. This is an effort to ensure that students and parents have the opportunity to ask questions and to see for themselves that SMS is a family-friendly environment. Each year, we have an event to bring in moms and dads (separately). The dad event is Building With Dads, and it is a hands-on event where dad and their kids can saw, hammer, drill, and just build something fun together. The bonus with this event is that the families get to take home their finished product. The mom event is Painting With Mom, and it is a great way to let some artistic talent fly and to release some stress at the end of the day. We have great attendance at both of these events. We host two Dairy Queen nights at the local Dairy Queen each year. On these nights, families flock to the DQ to be served a burger or some ice cream by their teacher or principal. These two events are looked forward to throughout the year. Our sixth-grade team hosts a 6th Grade Science Night for parents and families in the 6th grade. We understand the importance of creating a special and meaningful sixth grade year for students and their families, so we go the extra mile at the Science Night. At this event, we haul out the telescopes, crafts, a space movie on the jumbo screen, and treats for all ages. It truly is a bonding night for the students and their families as they race from telescope to telescope to spot different stars and planets. The band and chorus at SMS hosts several events throughout the year with the hopes of broadening a love of music in all of Suwannee County. Everyone is invited to come to our concert events throughout the year. Our band even plays at the middle school football games. This is a great way to bring a different set of parents to the football games, all while supporting their band student. The FFA hosts several events throughout the year that bring in a crowd, but none as big as the FFA banquet that occurs in May. This event brings members from the community in by the hundreds. It is a great event to show-off all of the hard work and dedication that it takes to be a member of the FFA in Suwannee County. SMS hosts a series of awards programs at the end of the year as well. This is our opportunity to celebrate the students who have achieved success during the school year. We work hard to keep parents informed all year via FOCUS so that their are no surprised on Awards Day.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Refer to Section III: Planning for Improvement.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A