

Suwannee County Schools

Suwannee High School



2023-24

Schoolwide Improvement Plan (SIP)

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Suwannee High School

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shs.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 High School will create and maintain a safe learning environment. We will solicit the support of community members to encourage positive relationships with parents and students to ensure the highest level of success for all.

Provide the school's vision statement.

Suwannee High School will work collaboratively to ensure that all students learn, meeting the academic standards set by the Florida Department of Education and the US Department of Education.

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
Manna, Carl	Principal	
Cherry, Keith	Assistant Principal	
Perez, Mileydi	Assistant Principal	
Haderle, Teresa	Instructional Coach	
Lewis, Kevin	Assistant Principal	Student enrollment, retention, CTE
Burt, Tamara	Teacher, K-12	
Tuvell, Kimberly	Teacher, K-12	
Thompson, Michelle	Teacher, K-12	
Hall, Elisa	Teacher, K-12	

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 meets once a month. At the school level, department chairs meet regularly to discuss progress towards SIP goals.

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))

The SIP will be monitored regularly for effective implementation by SHS administrative team in collaboration with each department chair. A continual collaborative effort is made with all stakeholders, stakeholders include: SHS administrative team, teachers, parents, students and other community members. These stakeholders review/disseminate data, identify student trends, determine areas for growth, and identify students who are in the lowest twenty five percentile.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	46%
2022-23 Economically Disadvantaged (FRL) Rate	80%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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: B 2018-19: B 2017-18: B
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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	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	0	0	0	

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	0	

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	0	0	0	0	317
One or more suspensions	0	0	0	0	0	0	0	0	0	0	285
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	120
Course failure in Math	0	0	0	0	0	0	0	0	0	0	160
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	401
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	321
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	488

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	0	0	0	408

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	0	

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	

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	0	

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*	42	42	50	42	42	51	44		
ELA Learning Gains				47			48		
ELA Lowest 25th Percentile				34			35		
Math Achievement*	29	28	38	33	34	38	32		
Math Learning Gains				40			34		
Math Lowest 25th Percentile				39			39		
Science Achievement*	68	68	64	59	33	40	64		
Social Studies Achievement*	67	67	66	64	40	48	74		
Middle School Acceleration					39	44			
Graduation Rate	93	93	89	95	59	61	94		
College and Career Acceleration	82	82	65	78	64	67	69		
ELP Progress	35	35	45	58			50		

** 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)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	7

2021-22 ESSA Federal Index

Percent Tested	99
Graduation Rate	93

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	589
Total Components for the Federal Index	11
Percent Tested	99
Graduation Rate	95

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	40	Yes	4	
ELL	26	Yes	4	1
AMI				
ASN				
BLK	48			
HSP	56			
MUL	47			
PAC				
WHT	70			
FRL	57			

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	40	Yes	3	
ELL	34	Yes	3	
AMI				
ASN				
BLK	43			
HSP	48			
MUL	46			
PAC				
WHT	59			
FRL	49			

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	42			29			68	67		93	82	35
SWD	19			23			32	49		45	6	
ELL	9			6			47	33			5	35
AMI												
ASN												
BLK	31			18			44	52		51	6	
HSP	34			23			72	59		73	7	35
MUL	50			32			60				3	
PAC												
WHT	49			35			74	77		94	6	
FRL	37			23			62	59		71	6	

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	42	47	34	33	40	39	59	64		95	78	58
SWD	24	52	39	18	35	41	41	29		82	36	
ELL	13	23	13	12	26	26	31	29		93	50	58
AMI												
ASN												
BLK	28	46	41	19	34	41	31	39		91	60	
HSP	32	40	28	24	31	26	56	63		95	75	57
MUL	42	57		30	40			60				
PAC												
WHT	50	49	31	43	47	45	70	72		95	86	
FRL	31	40	35	28	36	40	53	59		90	67	61

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	44	48	35	32	34	39	64	74		94	69	50
SWD	21	41	32	19	35	35	32	46		90	32	
ELL	6	22	16	11	36	44	44	30		69		50
AMI												
ASN												
BLK	25	45	43	17	26	33	43	44		93	46	
HSP	36	40	22	23	37	36	65	70		90	62	47
MUL	31	27		25	29					83	60	
PAC												
WHT	54	54	38	42	36	49	71	85		96	80	
FRL	36	42	34	25	33	34	56	60		94	65	50

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
10	2023 - Spring	46%	49%	-3%	50%	-4%
09	2023 - Spring	38%	39%	-1%	48%	-10%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	9%	30%	-21%	50%	-41%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	45%	43%	2%	48%	-3%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	67%	-2%	63%	2%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	61%	3%	63%	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 area showing the lowest performance was Algebra 1. We achieved an eleven percent proficiency in 22-23, decreasing from twenty five percent in the 21-22 year.

There were multiple factors that contributed to last year's low student performance. The mathematics department had a major turnaround with new teachers in that content area, these teachers were new to the education industry, a new curriculum was implemented, Math Nation, and the last factor is students

who score proficient in seventh grade math progress to Algebra 1 in eighth grade, those students are successful in Algebra before coming to SHS as freshmen.

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

The area showing the greatest decline from the prior year was Algebra 1. We achieved an eleven percent proficiency in 22-23, decreasing from twenty five percent in the 21-22 year.

There were multiple factors that contributed to last year's low student performance. The mathematics department had a major turnaround with new teachers in that content area, these teachers were new to the education industry, a new curriculum was implemented, Math Nation, and the last factor is students who scored proficient in seventh grade math progress to Algebra 1 in eighth grade.

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 area with the greatest gap compared to the state average would be Algebra 1. The state average is fifty percent leaving a gap of thirty nine percent. Students at SHS scored eleven percent on the Algebra 1 assessment.

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

The area that showed the most improvement was Geometry which increased from thirty eight percent to forty five percent, which is an increase of seven percent. New actions that that were implemented was the hiring of two additional geometry teachers, and using facilitators and paraprofessionals in the Geometry classroom.

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

Two potential areas of concern based on EWS data is the student attendance, and ELA level 1 on state assessment.

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

Five areas of top priority in relation to school improvement for the upcoming school year is;

1. Instructional practice related to ELA
2. Instructional practice related to Math (Algebra 1)
3. ESSA Subgroup: Students with disabilities
4. ESSA Subgroup: English Language Learners
5. Positive culture and environment

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 performed below their peers on the 2023 FAST assessments. This has been a trend for three years.

Measurable Outcome:

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

In the 2023-2024 school year, the SWD subgroup will increase their proficiency from 40% to 42% as indicated by the ESSA Federal Percent Points Index.

Monitoring:

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

ESE support staff, teachers, and PLCs will work together to monitor and track student data on progress monitoring assessments. Teachers will also monitor student accommodations closely to ensure students are making adequate progress.

Person responsible for monitoring outcome:

Kevin Lewis (kevin.lewis@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 1 strategies of scaffolding, explicit instruction, differentiation, and small-group support will be utilized to strengthen Tier 1 instruction for all students. Tier 2 support will be provided with more targeted lessons and instruction using the adopted curriculum. Students receiving Tier 3 support will be provided direct instruction and corrective feedback through an intensive reading course taught by a reading endorsed teacher. Students in these Tier 3 groups will be monitored closely on district progress monitoring assessments and frequent classroom assessments. The Tier 3 intervention teachers are utilizing highly impactful strategies in the classroom to address knowledge gaps. ESE support staff will work with students and teachers in the classrooms to provide extra support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students need multi-level tiers of support to move to proficiency. These supports need to be evidence based and tailored to meet each students individual needs. Staff members providing the interventions will analysis student data to adjust the support provided.

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.

Continuation of Peer as Partners in Learning program and curriculum to support SWD within the classroom.

Person Responsible: Leah Harrell (leah.harrell@suwannee.k12.fl.us)

By When: Monthly face to face evaluations will be made with the peers students and the teachers who receive this support.

Deliberate collection of data to document student growth and success.

PM data evaluation from subject area teachers and collaborate with each support facilitator.

Person Responsible: Kevin Lewis (kevin.lewis@suwannee.k12.fl.us)

By When: Within two weeks after each PM.

Open resource room for students before and after school, providing homework support tutoring and one on one instruction for SWD.

Person Responsible: Michelle Thompson (michelle.thompson@suwannee.k12.fl.us)

By When: Ongoing throughout the year. Final observation for efficiency by May 2024.

#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 performed below their peers in on the 2023 FAST assessments. This has been a trend for more than one year.

Measurable Outcome:

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

In the 2023-2024 school year, the ELL subgroup will increase their proficiency from 34% to 37% as indicated by the ESSA Federal Percent Points Index.

Monitoring:

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

ELL para and guidance will review data after each PM and modify instructional supports as needed.

Person responsible for monitoring outcome:

Leah Harrell (leah.harrell@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 1 strategies of scaffolding, explicit instruction, differentiation, and small-group support will be utilized to strengthen Tier 1 instruction for all students. Tier 2 support will be provided with more targeted lessons and instruction using the adopted curriculum. Students receiving Tier 3 support will be provided direct instruction and corrective feedback through an intensive reading course taught by a reading endorsed teacher. Students in these Tier 3 groups will be monitored closely on district progress monitoring assessments and frequent classroom assessments. The Tier 3 intervention teachers are utilizing highly impactful strategies in the classroom to address knowledge gaps. ELL support staff will work with students and teachers in the classrooms to provide extra support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students need multi-level tiers of support to move to proficiency. These supports need to be evidence based and tailored to meet each students individual needs. Staff members providing the interventions will analysis student data to adjust the support provided.

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.

Teachers will provide small group, face to face tier 3 interventions to 9th grade students in a rotational format.

Person Responsible: Mileydi Perez (mileydi.perez@suwannee.k12.fl.us)

By When: Ongoing throughout the year.

Data chats with instructional coach, teacher and admin providing specific targeted intervention strategies for identified student groups.

Person Responsible: Teresa Haderle (teresa.haderle@suwannee.k12.fl.us)

By When: Ongoing throughout the year.

ELL para-Pro will work closely with ELA department to provide support services on a daily set schedule.

Person Responsible: Mileydi Perez (mileydi.perez@suwannee.k12.fl.us)

By When: Ongoing throughout the year.

#3. 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.

Algebra 1 was the area with the lowest performance compared to state average and greatest decline from the previous year.

Measurable Outcome:

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

Algebra 1 state assessment scores will increase from eleven percent to twenty percent.

Monitoring:

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

STAR, FAST and teacher formative assessments.

Person responsible for monitoring outcome:

Carl Manna (carl.manna@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 1 strategies of scaffolding, explicit instruction, differentiation, and small-group support will be utilized to strengthen Tier 1 instruction for all students. Tier 2 support will be provided with more targeted lessons and instruction using the adopted curriculum. Students receiving Tier 3 support will be provided direct instruction and corrective feedback. Students in these Tier 3 groups will be monitored closely on district progress monitoring assessments and frequent classroom assessments. The Tier 3 intervention teachers are utilizing highly impactful strategies in the classroom to address knowledge gaps. ESE support staff will work with students and teachers in the classrooms to provide extra support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students need multi-level tiers of support to move to proficiency. These supports need to be evidence based and tailored to meet each students individual needs. Staff members providing the interventions will analysis student data to adjust the support provided.

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.

Peer and teacher tutoring made available before school twice a week for any student needing extra assistance with math.

Person Responsible: Carl Manna (carl.manna@suwannee.k12.fl.us)

By When: Ongoing through out the school year.

Data chats with instructional coach and teachers which provides specific targeted strategies and intervention to struggling student groups.

Person Responsible: Teresa Haderle (teresa.haderle@suwannee.k12.fl.us)

By When: ongoing through out the school year.

Additional Algebra 1 tutoring, two times per week after-school, commencing three weeks before testing season.

Person Responsible: Carl Manna (carl.manna@suwannee.k12.fl.us)

By When: Ongoing through out the school year

#4. 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.

Five areas of top priority in relation to school improvement for the upcoming school year is;

1. Instructional practice related to ELA
2. Instructional practice related to Math (Algebra 1)
3. ESSA Subgroup: Students with disabilities
4. ESSA Subgroup: English Language Learners
5. Positive culture and environment

Measurable Outcome:

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

In the 2023-2024 school year, forty seven percent of students will score proficient on the B.E.S.T. PM3 administration for ELA. This is an increase of five percent from the 2022-2023 school year.

Monitoring:

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

This area of focus will be monitored through Progress Monitoring (PM), and FAST assessment.

Person responsible for monitoring outcome:

Mileydi Perez (mileydi.perez@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 1 strategies of scaffolding, explicit instruction, differentiation, and small-group support will be utilized to strengthen Tier 1 instruction for all students. Tier 2 support will be provided with more targeted lessons and instruction using the adopted curriculum. Students receiving Tier 3 support will be provided direct instruction and corrective feedback. Students in these Tier 3 groups will be monitored closely on district progress monitoring assessments and frequent classroom assessments. The Tier 3 intervention teachers are utilizing highly impactful strategies in the classroom to address knowledge gaps. ESE support staff will work with students and teachers in the classrooms to provide extra support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students need multi-level tiers of support to move to proficiency. These supports need to be evidence based and tailored to meet each students individual needs. Staff members providing the interventions will analysis student data to adjust the support provided.

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.

Professional development opportunities that focus on the application on quality Tier I instructions to be proactive in addressing student educational gaps.

Person Responsible: Mileydi Perez (mileydi.perez@suwannee.k12.fl.us)

By When: Ongoing though out the year.

Teachers will provide small group, face to face Tier 3 intervention to ELA students in the 9th and 10th grades, through a rotation format.

Person Responsible: Teresa Haderle (teresa.haderle@suwannee.k12.fl.us)

By When: Ongoing through out the year

Data chats with the instructional coach that provides specific targeted intervention to struggling student groups.

Person Responsible: Teresa Haderle (teresa.haderle@suwannee.k12.fl.us)

By When: Ongoing through the year.

#5. Positive Culture and Environment specifically relating to Other**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.

Suwannee High School creates a positive school culture through its numerous school-wide clubs, athletics, and varying events. Throughout the year SHS invites parents and other stakeholders to attend events to showcase the strengths of our students. Some events include; homecoming parade, bulldog bash, athletic events, band concert, performing arts department plays, and many more bulldog traditions. Currently stakeholders can access information about school sponsored events, programs and meetings via weekly One Call now messages, Open house, the school website, and multiple social media platforms. This years area of focus is tailored to promoting positivity through promoting student success.

Measurable Outcome:

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

In the 2023-2024 school year, Suwannee High School will increase student positivity through celebrating student success.

Monitoring:

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

This Area of Focus will be monitored by student engagement at school sponsored events

Person responsible for monitoring outcome:

Keith Cherry (keith.cherry@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.)

The evidence- based intervention that would be implemented is continued tracking of student participation at school sponsored events by using incentives and themes to improve positive school culture/ participation.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This specific strategy will help monitor the amount of students participating at school sponsored events. Keeping track of this data will help the school determine which strategies are successful and which needs remediation.

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.

Quarterly recognition of perfect attendance and honor roll

Person Responsible: Mileydi Perez (mileydi.perez@suwannee.k12.fl.us)

By When: Ongoing through out the school year.

Positive affirmation, community announcements of team sports, committee, and club successes.

Person Responsible: Keith Cherry (keith.cherry@suwannee.k12.fl.us)

By When: Ongoing through out the school year.

Lunch time Pep Rally's to highlight upcoming accolades and achievements.

Person Responsible: Keith Cherry (keith.cherry@suwannee.k12.fl.us)

By When: Ongoing through out the school year.

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 and 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.

Suwannee High School uses multiple resources to disseminate SIP data and goals. Suwannee High School administration meets with the student government association to discuss SIP goals and progress towards these goals. To disseminate data to students, families, school staff, community members and local businesses/ organization SHS provides information via multiple social media platforms, the One Call Now system, and the school webpage.

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 will continue to keep our students and stakeholders informed through our webpage and other social media outlets. We will engage our student body with information they will share with their parents and community members. Our athletic director and coaches have active outreach programs which will continue to build positive relationships with the community.

Our administrative team communicates via phone, email and face to face interactions with our stakeholders to continue building relationships.

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)

We will continue to visit classrooms for formal and informal observations and feedback. Our academic boosters will continue to promote and recognize outstanding student performance. We have and will continue to decrease instructional interruptions throughout the day. We added AP Pre-calculus to our existing AP course offerings. SHS and River Oak technical college work together to provide robust career and technical certifications to our dual enrolled students.

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))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
4	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No