Suwannee Opportunity School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Suwannee Opportunity School

325 PINEWOOD DR, Live Oak, FL 32064

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

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

Provide the school's vision statement.

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

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

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

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.

Suwannee Opportunity School participates with the district's advisory counsel which meets monthly. People included in this team are parents, community members, students, teachers, and school staff. Parents voiced a concern for more face-to-face construction. This was additionally a concern, when students began to work towards reentry of other campus schools, as voiced by their leadership teams. Teachers/staff on SOS campus worked with the administrative team and the Coordinator of District K-12 Technology to help write a science grant, which would assist in meeting this need. We also have an

agreement, which partners us with another school within our district, allowing teachers to visit our campus and provide interactive lessons covering all content areas.

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))

Faculty and staff attend weekly data meetings to discuss students, their academics, truancy and their social-emotional needs. The SIP goals will be addressed and revised, as needed, based on data gathered throughout the school year.

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)	Combination School 1-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	52%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
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)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
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	1	4	1	3	9	5	3	5	31
One or more suspensions	0	1	5	2	3	10	8	5	3	37
Course failure in English Language Arts (ELA)	0	0	0	1	2	2	1	1	0	7
Course failure in Math	0	0	0	1	1	0	1	1	1	5
Level 1 on statewide ELA assessment	0	0	0	1	1	6	5	3	2	18
Level 1 on statewide Math assessment	0	0	0	0	0	8	4	5	3	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	3	2	1	7	6	3	4	27

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	1	4	2	4	10	8	5	5	39

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	1	0	0	0	0	1	2
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	1	2	1	5	2	2	3	31
One or more suspensions	0	0	1	2	0	4	1	2	1	25
Course failure in ELA	0	0	0	0	0	0	0	0	1	4
Course failure in Math	0	0	0	1	0	0	1	0	3	8
Level 1 on statewide ELA assessment	0	0	0	0	1	3	1	3	5	23
Level 1 on statewide Math assessment	0	0	0	0	0	4	2	3	5	23
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	2

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	1	2	1	6	1	1	6	27

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	3	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	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	1	2	1	5	2	2	3	16
One or more suspensions	0	0	1	2	0	4	1	2	1	11
Course failure in ELA	0	0	0	0	0	0	0	0	1	1
Course failure in Math	0	0	0	1	0	0	1	0	3	5
Level 1 on statewide ELA assessment	0	0	0	0	1	3	1	3	5	13
Level 1 on statewide Math assessment	0	0	0	0	0	4	2	3	5	14
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	

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	1	2	1	6	1	1	6	18

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	3	3
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*		52	53		48	55			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		47	55		33	42			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		58	52		50	54			
Social Studies Achievement*		60	68		63	59			
Middle School Acceleration		62	70		61	51			
Graduation Rate		88	74		53	50			
College and Career Acceleration		68	53		76	70			
ELP Progress			55		75	70			

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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				
ELL				
AMI				
ASN				
BLK				
HSP				

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%
MUL				
PAC				
WHT				
FRL				

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												
AMI												
ASN												

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
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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	*	49%	*	50%	*
05	2023 - Spring	9%	51%	-42%	54%	-45%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	*	39%	*	47%	*
08	2023 - Spring	*	48%	*	47%	*
09	2023 - Spring	*	39%	*	48%	*
04	2023 - Spring	*	51%	*	58%	*
06	2023 - Spring	*	44%	*	47%	*
03	2023 - Spring	*	50%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	56%	*	54%	*
07	2023 - Spring	*	58%	*	48%	*
03	2023 - Spring	*	57%	*	59%	*
04	2023 - Spring	*	61%	*	61%	*
08	2023 - Spring	*	24%	*	55%	*
05	2023 - Spring	17%	54%	-37%	55%	-38%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	49%	*	44%	*
05	2023 - Spring	10%	55%	-45%	51%	-41%

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

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

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	63%	-43%	66%	-46%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	61%	*	63%	*

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.

Although there was only a 1% difference, the math component showed the lowest performance on progress monitoring data. All of the students that attend Suwannee Opportunity School are high-risk, high-needs.They are recommended based discipline, attendance, and social-emotional needs.The program at SOS is designed to be a 10-week minium program, which means students move in and out of the program throughout the year.

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

Although there was not a component that showed a decline from the prior year, students move in and out of the school program frequently. This makes it difficult to track the data.

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.

All components at SOS are significantly lower than the state average. The factors that may contribute to this are all of the students that attend Suwannee Opportunity School are high-risk, high-needs.They are recommended based on discipline, attendance, and social-emotional needs.The program at SOS is designed to be a 10-week minium program, which means students move in and out of the program througout the year.

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

The component of math showed the most improvement based on end-of-the-year, progress monitoring data. We believe this success was made possible by consistently using a blended learning model and a combination of Edgenuity, i-Ready, and face-to-face instruction.

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

Based on EWS data, the area of concern is attendance. There is a need to improve the number of students that attend school at least 90% of the time.

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

The first goal is to increase the number of students that do attend school at least 90% of the time from 51% to 56%. This is an increase of 5%. The second goal is to move the number of referrals in the category of insubordination and defiance to 39%, which is a 5% decrease. The third goal is based on end-of-year, ELA progress monitoring data. We hope to move students in need of Tier 3 intervention from 52% to 47%, which is a 5% decrease. The fourth goal is based on math progress monitoring data. We hope to move the number of students in need of Tier 3 intervention from 51% to 46%, which is a 5% decrease.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a 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.

This area of focus was identified by end of year progress monitoring data.

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

Based on ELA progress monitoring data the number of students in need of Tier 3 intervention will decrease from 52% to 47%, which is a 5% decrease.

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

All teachers and staff have access to student performance data in ELA. These data points will be discussed and analyzed in weekly data meetings.

Person responsible for monitoring outcome:

[no one identified]

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.)

Targeted intervention and support will be provided by an academic coach or reading-endorsed teacher multiple times during the week. Individualized data chats with each student are essential in encouraging academic ownership.

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

FLDOE now requires Tier 3 intervention to be provided by a reading endorsed teacher. Evidence shows that students make greater gains when receiving targeted intervention, directly related to their area of need.

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.

* Small group instruction with reading endorsed teacher
* Data chats

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

By When: Small groups 4-5 days a week throughout the year.

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

Student attendance among our high-risk population is directly related to academic performance and ultimately, graduation.

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

To increase the number of students that do attend school at least 90% of the time from 51% to 56%. This is an increase of 5%.

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

During our weekly data chats, truancy will be monitored by analyzing attendance data through reports from FOCUS.

Person responsible for monitoring outcome:

[no one identified]

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.)

Monthly Student Support Team meetings will be held to target truant students. Students and parents will be invited to address concerns. Enforcement of DMV Attendance will used to encourage. A student support structure including the school counselor, mental health counselor, teacher, academic coach, behavior specialist, support staff, and administrator will be provided during the school day. Attendance incentives will be used to motivate and reward students. This team will work with the parent liaison to help inform parents and reach students who are not regularly attending school.

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

Motivation and a strong support team have a direct correlation to student success.

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.

* Monthly student support team meetings
* Enforcing DMV
* Attendance incentives

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

By When: Monthly meetings throughout the year. Monthly incentives 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.

This area of focus was identified by end of year progress monitoring data.

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

Based on math progress monitoring data the number of students in need of Tier 3 intervention will decrease from 51% to 46%, which is a 5% decrease.

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

All teachers and staff have access to student performance data in math. These data points will be discussed and analyzed in weekly data meetings.

Person responsible for monitoring outcome:

[no one identified]

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.)

Targeted intervention and support will be provided by an academic coach and the district's progress monitoring tools. Additionally, a math teacher will provide face-to-face instruction multiple times during the week. Individualized data chats with each student will also occur quarterly.

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

Consistent use of the blended learning model keeps students on pace and allows the individual student's academic needs to be addressed through Edgenuity, i-Ready and face-to-face instruction. Individualized data chats with are essential in encouraging academic ownership. The academic coach will be utilized to pull students for small group instruction based on their area of need as shown on their progress monitoring data. A teacher will push into secondary classrooms three days a week providing additional math support.

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.

* small groups based on areas of weakness
* targeted intervention
* Data chats

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

By When: 4-5 times a week throughout the school year.

#4. 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.

Based on the 22/23 end-of-the-year discipline data, 44% of referrals were a result of defiance and insubordination.

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

The goal for the 23/24 school year is to move the number of referrals in this category to 39%, which is a 5% decrease.

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

Data provided by FOCUS will be used to monitor the number of discipline referrals and the types of behaviors reported on each incident.

Person responsible for monitoring outcome:

[no one identified]

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.)

A combination of behavior modifaction strategies, mindfulness strategies, and an array of mental health resources will be provided to all students.

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

Behavior modification strategies will be implemented to encourage and promote positive teacher-student interactions and appropriate student behavior. The school will utilize daily mindfulness strategies to strengthen and improve coping skills. Suwannee Opportunity School has a full-time academic counselor, as well as, a mental health counselor that is housed on campus for the 23/24 school year. We believe these positions will play an integral part in assisting both teachers and 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.

* Behavior modification strategies will be implemented to promote appropriate student behavior.
* Daily Mindfulness strategies for coping skills

Person Responsible: Donna Jean Riegel (donnajean.riegel@suwannee.k12.fl.us)

By When: Strategies will be introduced and implemented daily throughout the 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.

The information will be made available to the District's Advisory Counsel. A one page explanation of the SIP will also be disseminated to the school website. During the quarterly, student-led data chats, progress towards the SIP will be discussed with parents and community members.

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 at SOS communicate regulary with all parents regarding academic, social-emotional, and attendance. Behavioral and attendance reports are sent home weekly and academic reports are sent home monthly. We have an active school webpage and callouts are also provided to remind parents of upcoming events and keep them abreast of attendance. Quarterly parental engagement events are also provided to promote positive relationships between families and the school.

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))

This year, face-to-face instructional time, blended with online learning is being provided in all core subject areas. The academic coach and reading endorsed teachers will provide Tier 3 instruction to those in need. A grant was also written by our district's Coordinator of K-12 Technology to strengthen the area of science, and content area teachers from partnering schools will also be delivering interactive lessons to our 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))

We partner with The Corner Drug Store, giving support to students who are in truancy or have a high number of referrals. Suwannee Opportunity School partners with Riveroak Technical College to provide students with onsite tours for career programs, and they are also invited to attend annual career fairs for the purpose of strengthening their scope of career choices.