

Suwannee County Schools

# Suwannee Pineview Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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# Suwannee Pineview Elementary

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ses.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.**

The family at Suwannee Pineview Elementary collaborates for academic and social excellence creating a learning environment in all subject areas throughout our building. We promote life skills to respect ourselves and others in a safe and loving environment.

**Provide the school's vision statement.**

Suwannee Pineview Elementary will be a school 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
Boggus, Amy	Principal	Instructional leader, mediator, nurse, counselor, assistant, encourager
Wooley, Jennifer	Assistant Principal	Instructional leader, mediator, nurse, counselor, assistant, encourager
Moore, Rhonda	School Counselor	Guidance - ELL, ESE, SST, 504
Carter, Rebecca	Instructional Coach	Coaching, SST, Data, testing, small groups

**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.

Our District Advisory Council meets monthly at the district office. This group is made up of school staff, community members and parents.

**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 regularly monitored for effective implementation by regular walk throughs by the Leadership team, monthly data meetings to look at student data, specifically the students with the greatest achievement gap. We will monitor FAST data and iReady data, along with Standards Mastery and classroom performance to determine if the plan needs to be revised.

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	51%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: A 2018-19: A 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	49	46	40	24	22	30	0	0	0	211
One or more suspensions	4	5	15	7	6	7	0	0	0	44
Course failure in English Language Arts (ELA)	0	5	20	31	6	17	0	0	0	79
Course failure in Math	0	3	19	13	10	17	0	0	0	62
Level 1 on statewide ELA assessment	0	0	0	30	22	47	0	0	0	99
Level 1 on statewide Math assessment	0	0	0	3	4	28	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	32	16	50	53	16	4	0	0	0	171

**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	19	15	37	41	18	33	0	0	0	163

**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	12	7	9	8	3	0	0	0	0	39
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

**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	10	7	9	8	11	18	0	0	0	63
One or more suspensions	5	16	13	5	25	18	0	0	0	82
Course failure in ELA	1	6	6	19	8	14	0	0	0	54
Course failure in Math	0	5	4	7	12	7	0	0	0	35
Level 1 on statewide ELA assessment	0	0	0	4	21	36	0	0	0	61
Level 1 on statewide Math assessment	0	0	0	3	21	26	0	0	0	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	57	40	49	39	36	36	0	0	0	257

**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	7	13	16	22	23	29	0	0	0	110



**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	12	14	2	4	0	0	0	0	0	32
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	10	7	9	8	11	18	0	0	0	63
One or more suspensions	5	16	13	5	25	18	0	0	0	82
Course failure in ELA	1	6	6	19	8	14	0	0	0	54
Course failure in Math	0	5	4	7	12	7	0	0	0	35
Level 1 on statewide ELA assessment	0	0	0	4	21	36	0	0	0	61
Level 1 on statewide Math assessment	0	0	0	3	21	26	0	0	0	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	57	40	49	39	36	36	0	0	0	257

**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	7	13	16	22	23	29	0	0	0	110

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	12	14	2	4	0	0	0	0	0	32
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

**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*	43	50	53	52	52	56	51		
ELA Learning Gains				54			47		
ELA Lowest 25th Percentile				33			40		
Math Achievement*	53	57	59	58	43	50	58		
Math Learning Gains				51			43		
Math Lowest 25th Percentile				31			40		
Science Achievement*	54	58	54	44	57	59	51		
Social Studies Achievement*					61	64			
Middle School Acceleration					45	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	33	46	59	67			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)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	233
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	8
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	36	Yes	4	
ELL	32	Yes	3	
AMI				
ASN				
BLK	33	Yes	2	
HSP	40	Yes	1	
MUL	54			
PAC				
WHT	60			
FRL	41			

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	27	Yes	3	1
ELL	36	Yes	2	
AMI				
ASN				
BLK	31	Yes	1	1
HSP	41			

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	57			
FRL	45			

**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	43			53			54					33
SWD	32			35			29				4	
ELL	24			47			33				5	33
AMI												
ASN												
BLK	33			41			23				4	
HSP	32			49			42				5	35
MUL	54			54							2	
PAC												
WHT	52			58			69				4	
FRL	38			48			44				5	30

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	52	54	33	58	51	31	44					67
SWD	24	38	27	26	32	23	19					
ELL	28	38	38	40	35	31	14					67
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	39	36	15	40	36	25	25					
HSP	37	38	38	51	38	29	28					66
MUL												
PAC												
WHT	62	66	47	65	61	40	55					
FRL	46	46	31	54	44	27	35					73

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	51	47	40	58	43	40	51					48
SWD	25	21		31	43		31					
ELL	27	29	30	43	57		15					48
AMI												
ASN												
BLK	37	67		39	25		17					
HSP	39	33	30	52	63		35					45
MUL	55			36								
PAC												
WHT	59	55		69	42		74					
FRL	43	42	38	52	42	50	45					34

**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
05	2023 - Spring	36%	51%	-15%	54%	-18%
04	2023 - Spring	50%	51%	-1%	58%	-8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	48%	50%	-2%	50%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	58%	57%	1%	59%	-1%
04	2023 - Spring	51%	61%	-10%	61%	-10%
05	2023 - Spring	46%	54%	-8%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	55%	-2%	51%	2%

### 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.**

Fifth grade ELA shows the lowest performance. There is a need for additional professional learning in the BEST standards and rigorous instruction.

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

Fifth grade ELA shows the greatest decline from 50 to 36, a 17 point drop. There is a need for additional professional learning in the BEST standards and rigorous instruction.

**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.**

Fifth grade ELA has the greatest gap when compared to the state average. There is a need for additional professional learning in the BEST standards and rigorous instruction.

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

Fifth grade science showed the most improvement. A Science Achievement Team was developed that included the STEM teacher. This team mapped out standards and discussed ways to work together to improve science at SPE.

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

Based on the EWS data, there are two areas of great concern. The first is a high number of students in K-2 that have been absent 10% or more. The second area of concern is the high number of 2nd and 3rd grade students with a substantial reading deficiency.

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

Increase student proficiency in all grades. decrease the number of students with a substantial reading deficiency, decrease the number of students that are absent 10% or more.

**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 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.

Based on the ESSA subgroup data, African American students are one of our underperforming subgroups.

### Measurable Outcome:

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

Increase proficiency of African American students to 41% or above on the Federal Index.

### Monitoring:

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

During walk throughs, we will monitor engagement as well as the ELA Expectations. By using high leverage strategies, student engagement will increase along with proficiency.

### Person responsible for monitoring outcome:

Amy Boggus (amy.boggus@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.)

We will use the Rural Connect walkthrough form to monitor the use of high leverage strategies and instructional routines across curriculum that have a high effect size. Teachers and staff will continue to use strategies learned from the Trauma Informed Instruction to help provide students with a safe, secure and supportive environment in which to learn.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on the data from our school report card, this subgroup continues to be underperforming.

### 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 using Trauma Informed Instruction to help teachers understand the importance of trauma and learning.

**Person Responsible:** Amy Boggus (amy.boggus@suwannee.k12.fl.us)

**By When:** By November 30, 2023, para's and teachers will be instructed in Trauma Informed Instruction. By January, 2024, all teachers will be trained in Rural Connect.



**#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.

Based on data from our school report card, our English Language Learners (ELL) are performing under 41% on the Federal Index.

**Measurable Outcome:**

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

Increase the proficiency of our ELL students to 41% or above on the Federal Index.

**Monitoring:**

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

Classroom walk throughs and progress monitoring data.

**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.)

The ELL students have been grouped by tier A, B and C in a general education classroom. This will allow the para working with ELL students to push in and support students in the classroom on their level.. ELA expectations as well as high leverage instructional routines will increase student engagement and conversations, helping to increase the amount of English being spoken among our ELL students. Teachers will also use Reading Horizons for explicit, systematic phonics instruction.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The bilingual para support will increase student and teacher support in the classroom. They will be able to translate and explain the instructions for 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.

Academic coach, teachers and bilingual para will monitor ELL data. Academic coach will work with our 5th grade ELL students in small groups. Bilingual para will push in to support students in the classroom.

**Person Responsible:** Rebecca Carter (rebecca.carter@suwannee.k12.fl.us)

**By When:** By September 30, 2023, Academic Coach will use FAST/iReady data to create a small group schedule for intervention. Bilingual para will create a schedule using data to form groups.

### #3. 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.

Based on data from our school report card, one of the underperforming subgroups is our Students with Disabilities (SWD).

#### Measurable Outcome:

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

Increase the proficiency of SWD to 41%.

#### Monitoring:

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

Support facilitators and paras will work with our SWD in small groups. They will assist with instruction in and out of the classroom. We will meet monthly to monitor student data and progress.

#### Person responsible for monitoring outcome:

Jennifer Wooley (jennifer.wooley@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.)

We will utilize our Academic Coach/Support Facilitator and para's for additional support for SWD's. We will use ELA expectations and instructional routines when planning lessons. This will increase engagement for all students.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our teachers and paras will use a research based program, Reading Horizons to help fill gaps and learn to read by giving students a strong foundation in phonics and phonemic awareness.

#### 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.

Support facilitator will create a schedule that will allow for the most efficient use of time for instruction. The SF and para will work with students each week to instruct and intervene.

**Person Responsible:** Jennifer Wooley (jennifer.wooley@suwannee.k12.fl.us)

**By When:** By August, 30, 2023, Support Facilitator will have a schedule created for small groups using iReady data.

**#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.

Each year, SPE loses teachers to retirement and/or our local middle school. The job of teaching elementary students is very stressful and some teachers are looking for a teaching job that is less stressful.

**Measurable Outcome:**

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

We will keep 99% of our staff that is not retiring.

**Monitoring:**

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

We will schedule listening sessions for all staff each quarter to gain insight on issues and concerns they may have.

**Person responsible for monitoring outcome:**

Amy Boggus (amy.boggus@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.)

We will continue to build a positive school culture by focusing on building staff up and working harder to support their needs in the classroom.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

As administrators, we get very busy with all of the "other duties". Sometimes being the instructional leader is not the focus because the other duties rise to the top of the priority list.

**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.

***No action steps were entered for this area of focus***

**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).

The District Advisory Council will review school improvement funding allocations to ensure resources are allocated based on needs.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### Area of Focus Description and Rationale

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

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

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

Based on the 22-23 data, our K-2 students are 42% proficient. Due to the high teacher turnover and high student absence, 58% of our K-2 students are not proficient.

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

Based on the 22-23 data, our 3-5 students are 45% proficient.

### Measurable Outcomes

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

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

### Grades K-2 Measurable Outcomes

We will increase overall ELA proficiency from 42% to 52% proficient.

### Grades 3-5 Measurable Outcomes

We will increase overall ELA proficiency from 45% to 52% proficiency.

### Monitoring

### **Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor data each month, as well as meeting with each team to discuss student needs. Professional development on high leverage practices and instructional strategies that will increase student engagement.

### **Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Carter, Rebecca, rebecca.carter@suwannee.k12.fl.us

## **Evidence-based Practices/Programs**

### **Description:**

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

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

We will use high leverage practices and best instructional strategies to increase ELA proficiency.

### **Rationale:**

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

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

These strategies are part of the Practice Profile identified by the state of Florida and Hattie's research with proven effect sizes greater than 0.40.

### Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
The Literacy Leadership team will meet monthly to review data and provide professional learning in areas that are weak. Literacy Coach will provide individual and PLC support. Professional learning is based on the results of the assessments. We meet monthly at data chats to review data.	Carter, Rebecca, rebecca.carter@suwannee.k12.fl.us

## 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.

We will share this SIP at the DAC meeting, parents meetings and staff meetings.

**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 involve parents, families and other community stakeholders by hosting events for families in the evenings. We host STEM events and parent conferences for families.

**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)**

The school will put a heavy focus on Tier 1 instruction across all subjects. This will reduce the amount of time spent with Tier 2 and Tier 3 interventions and allow more time for enrichment and acceleration.

**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 will use our Title 1 paras and IDEA paras to work with students that need additional support.

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

We meet monthly with the mental health counselor to discuss students in need. They provide services for students.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

NA

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

We meet monthly with teachers and lead team members to discuss data (academic, behavior and attendance).

The team determines what students need to be taken to the MTSS team for additional services, either academic or behavior.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

We look at data to provide monthly professional learning based on teacher and staff needs.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

We invite parents and preschool age children to come to our STEMposium so they can see what our school provides.

## **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: Black/African-American	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
<b>Total:</b>			<b>\$0.00</b>

**Budget Approval**

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

Yes