

Suwannee County Schools

Suwannee Virtual School



2023-24

Schoolwide Improvement Plan (SIP)

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Suwannee Virtual School

305 PINEWOOD DR SW, Live Oak, FL 32064

suwanneevirtual.sites.thedigitalbell.com

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 Virtual School's mission is to provide flexible options for all students to meet their educational needs on a pathway to individual success.

Provide the school's vision statement.

The vision for Suwannee Virtual School is to have students establish goals for their future and assist them as they develop a plan to achieve those goals.

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, Angela	Principal	The principal works to recruit highly qualified teachers and provide professional development and feedback as needed, monitors progress toward achieving SIP goals, ensures policies and procedures are in place, and facilitate conferences involving teachers, students, and parents. In addition, the principal monitors and mentors students who meet criteria of the early warning system.
Garbett, Lisa	Assistant Principal	The assistant principal/Coordinator assists the principal in recruiting highly qualified teachers and providing professional development and feedback for teachers as needed, monitors progress toward achieving SIP goals, and ensures policies and procedures are in place. She works with students and parents evaluating high school credits to assist with making graduation plans for students, enrolling students into appropriate courses, facilitating meetings with teachers, students, and parents, and mentors students meeting early warning indicators.
Hester, Angela	Instructional Coach	The Instructional Coach is the lead person for assisting teachers to provide reading interventions for our students. She provides professional development in the new B.E.S.T. Standards and works closely with teachers to implement new strategies with our virtual students.
Boatright, Jeffry	School Counselor	The guidance counselor facilitates conferences involving the teacher, student, and parents to discuss the student's academic and social life both during the present school year as well as for years to come. In addition, the guidance counselor monitors and mentors students who meet the requirements of the early warning system providing social-emotional and academic support. He conducts progress monitoring activities, coordinates and implements FAST, EOC, PSAT, ACT, and SAT testing administrations, evaluates high school credits and makes graduation pathways and plans.

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.

Data from previous years is analyzed by teachers to determine goals for the next year. Suwannee Virtual School has a population that changes from year to year which makes it difficult to plan for the year. We consider input from the school leadership team, parents, and other leaders in the district.

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 is monitored by the school leadership team and teachers. It is also monitored by the District Advisory Council which meets once a month. This committee includes representatives from all schools, parents from each school, as well as community stakeholders.

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 KG-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	50%
2022-23 Economically Disadvantaged (FRL) Rate	39%
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)	Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: I 2018-19: C 2017-18: I
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	1	2	0	1	1	1	6	
Level 1 on statewide Math assessment	0	0	0	2	5	2	2	1	1	13	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	2	1	1	2	1	8	
	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	1	2	0	1	1	1	6	

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	2	0	1	1	0	2	2	12	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	4	
Course failure in Math	0	0	0	0	0	0	0	0	0	5	
Level 1 on statewide ELA assessment	0	0	0	0	1	0	1	1	0	20	
Level 1 on statewide Math assessment	0	0	0	0	5	1	8	3	1	24	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	1	2	1	1	4	1	0	30	

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	2	2	1	1	4	3	1	29

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	1	1	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	2

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	2	0	1	1	0	2	2	8	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	1	0	1	1	0	3	
Level 1 on statewide Math assessment	0	0	0	0	5	1	8	3	1	18	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	1	2	1	1	4	1	0	11	

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	2	2	1	1	4	3	1	14

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	1	1	0	0	0	0	0	2
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*	48	52	53	45	48	55	56		
ELA Learning Gains				39			43		
ELA Lowest 25th Percentile									
Math Achievement*	19	47	55	21	33	42	22		
Math Learning Gains				23			10		
Math Lowest 25th Percentile									
Science Achievement*	33	58	52	17	50	54	53		
Social Studies Achievement*	38	60	68		63	59			
Middle School Acceleration		62	70		61	51			
Graduation Rate	91	88	74	100	53	50			
College and Career Acceleration	50	68	53	44	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)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	279
Total Components for the Federal Index	6

2021-22 ESSA Federal Index

Percent Tested	97
Graduation Rate	91

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	289
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	100

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	13	Yes	1	1
ELL				
AMI				
ASN				
BLK				
HSP	45			
MUL				
PAC				
WHT	28	Yes	1	1
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	15	Yes	1	1
HSP	35	Yes	1	
MUL				
PAC				
WHT	51			
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	48			19			33	38		91	50	
SWD	18			8							2	
ELL												
AMI												
ASN												
BLK												
HSP	50			40							2	
MUL												
PAC												
WHT	50			5							2	
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	45	39		21	23		17			100	44	
SWD												
ELL												
AMI												
ASN												
BLK	20			9								
HSP	45			25								
MUL												
PAC												
WHT	57	64		19	17					100	50	
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	56	43		22	10		53					
SWD												
ELL												
AMI												
ASN												
BLK												
HSP	62	50		31	17							
MUL												
PAC												
WHT	54	40		17	7		46					
FRL	38	36		14	0							

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	*	51%	*	54%	*
07	2023 - Spring	*	39%	*	47%	*
08	2023 - Spring	*	48%	*	47%	*
09	2023 - Spring	40%	39%	1%	48%	-8%
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	*	54%	*	55%	*

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

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	11%	30%	-19%	50%	-39%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	43%	-13%	48%	-18%

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	*	63%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	61%	-25%	63%	-27%

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.

Math achievement levels were lower than any other area this past year. We feel this was due to the curriculum used and new math standards. We also added two math teachers to our staff that were learning the new standards and how to utilize the program efficiently.

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

Our data did not decline from last year. We showed a little improvement from the previous year.

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.

There were three areas where we had a large gap compared to the state average. We scored 12 points below the state average on Algebra, 16 points below in 8th grade math, and 15 points below on 3rd grade Reading. Some factors that contributed to this gap was the curriculum in Edgenuity, two new teachers that were learning what the program had in place, and little participation in small group work with students.

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

The areas where we showed the most improvement was in our achievement levels in both ELA Reading and in Science. SVS teachers worked closely with students on coursework as well as encouraging all of

our students to come to our lab to participate in all progress monitoring opportunities. By doing this, we had more parental involvement when working on lessons from home and more participation with students needed individual help.

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

One area of concern is our achievement levels in both ELA Reading and Math. The population of students at Suwannee Virtual School changes each year which makes it difficult to focus on specific needs of students. We have a small population that has been with us for more than a year and we have worked hard to build relationships with the families to assist with learning from home.

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

Our highest priority for the upcoming school year is to increase on-time participation in coursework. Students with SVS can work on their own time and schedule, often falling behind and having to catch up to finish courses by the end of the semester. We will be analyzing the amount of successful work completed each week and monitoring how much students complete each week. We will intervene as necessary to help students be successful.

Our second priority is continuing to increase the number of students who come to our lab for individual work and group interventions. We are targeting our students that are Tier 2 and 3 and asking them to report to our lab weekly to mimic small group intervention that happens at the brick-and-mortar schools in the district.

Our third priority is to make sure all of our full-time virtual students report to our lab for testing and progress monitoring throughout the year.

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.

15% of Black/African American students showed proficiency in the 2021-2022 school year. There has only been one year that we were able to collect data due to our population of students. We do feel this is an area that needs our focus each year, even though we do not have data to show.

Measurable Outcome:

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

SVS will increase proficiency for African American students from 15% to 20% as measured by Spring 2024 ESSA Federal Points index.

Monitoring:

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

This will be monitored by teachers and the lead team after each progress monitoring opportunity. We will also monitor daily work completed successfully and monitor the progress of our students participating in group sessions for intervention.

Person responsible for monitoring outcome:

Lisa Garbett (lisa.garbett@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.)

Students in this focus group will participate in small group intervention sessions in person at least two times per week in person. Online opportunities will be available as needed. Students will use IReady 45 minutes per week in both reading and math. Teachers will use the IReady Toolbox to target specific areas with students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our rationale for selecting this strategy is based on past participation in intervention groups and IReady. We want our students to work with us face-to-face on needed areas of intervention. We also want them to participate in IReady lessons up to 45 minutes each week.

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 4 - Demonstrates a Rationale

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.

Increase our focus interventions with our struggling students.

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

By When: By the end of the first quarter of school.

Increase participation of students utilizing IReady in grades K-8.

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

By When: Ongoing

Supplement the Edgenuity curriculum as needed to enhance standards.

Person Responsible: Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

By When: Ongoing

Weekly team meetings to discuss student groups needing intervention.

Person Responsible: Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

By When: Ongoing

#2. ESSA Subgroup specifically relating to Hispanic**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.

Hispanic students have shown a decrease in the percentage of students proficient from 40% to 35%. Part of this decline is due to the number of students we have enrolled in our school. The student population fluctuates greatly from year to year.

Measurable Outcome:

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

SVS will increase proficiency for Hispanic students from 35% to 40% as measured by Spring 2024 ESSA Federal Points Index.

Monitoring:

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

This will be monitored by teachers and the lead team after each progress monitoring opportunity. We will also monitor daily work completed successfully and monitor the progress of our students participating in group sessions for intervention.

Person responsible for monitoring outcome:

Lisa Garbett (lisa.garbett@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.)

Students in this focus group will participate in small group intervention sessions in person at least two times per week in person. Online opportunities will be available as needed. Students will use IReady 45 minutes per week in both reading and math. Teachers will use the IReady Toolbox to target specific areas with students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our rationale for selecting this strategy is based on past participation in intervention groups and IReady. We want our students to work with us face-to-face on needed areas of intervention. We also want them to participate in IReady lessons up to 45 minutes each week.

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 4 - Demonstrates a Rationale

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.

Increase face-to-face intervention sessions with students, especially those needing targeted intervention.

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

By When: Ongoing

Increase participation of students utilizing IReady in grades K-8.

Person Responsible: Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

By When: Ongoing

Supplement the Edgenuity curriculum with District provided curriculum as needed to enhance lessons.

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

By When: Ongoing

Weekly data and attendance meetings targeting student course progress and progress monitoring data.

Person Responsible: Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

By When: Ongoing

#3. 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.

ELA achievement has decreased from 59% in 2018-19 to 45% in 2021-22. Our achievement level in ELA last year came back up to 52%.

Measurable Outcome:

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

SVS will increase overall ELA proficiency from 52% to 55% as measured by Spring 2024 FAST PM 3.

Monitoring:

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

This will be monitored by teachers and the lead team after each progress monitoring opportunity. We will also monitor daily work completed successfully and monitor the progress of our students participating in group sessions for intervention.

Person responsible for monitoring outcome:

Lisa Garbett (lisa.garbett@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.)

Students in this focus group will participate in small group intervention sessions in person at least two times per week in person. Online opportunities will be available as needed. Students will use IReady 45 minutes per week in reading. Teachers will use the IReady Toolbox to target specific areas with students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our rationale for selecting this strategy is based on past participation in intervention groups and IReady. We want our students to work with us face-to-face on needed areas of intervention. We also want them to participate in IReady lessons up to 45 minutes each week.

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 4 - Demonstrates a Rationale

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.

We will increase our focus intervention groups and face-to-face intervention sessions with students.

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

By When: Ongoing

We will increase participation of all students utilizing IReady in grades K-8 for ELA Reading.

Person Responsible: Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

By When: Ongoing

We will have weekly data meetings where we discuss course progress and progress monitoring data for students in Reading.

Person Responsible: Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

By When: Ongoing

#4. 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.

Math data for SVS shows a significant decrease in achievement from 2018-19 at 45% to 21% in 2021-22. Data from 2022-23 shows an increase from 21% to 22%.

Measurable Outcome:

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

SVS will increase overall Math proficiency from 22% to 30% as measured by Spring 2024 FAST PM 3.

Monitoring:

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

This will be monitored by teachers and the lead team after each progress monitoring opportunity. We will also monitor daily work completed successfully and monitor the progress of our students participating in group sessions for intervention.

Person responsible for monitoring outcome:

Lisa Garbett (lisa.garbett@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.)

Students in this focus group will participate in small group intervention sessions in person at least two times per week in person. Online opportunities will be available as needed. Students will use IReady 45 minutes per week in both reading and math. Teachers will use the IReady Toolbox to target specific areas with students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our rationale for selecting this strategy is based on past participation in intervention groups and IReady. We want our students to work with us face-to-face on needed areas of intervention. We also want them to participate in IReady lessons up to 45 minutes each week.

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 4 - Demonstrates a Rationale

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.

SVS will increase group interventions as needed for math instruction.

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

By When: Ongoing

SVS will increase participation of all students utilizing IReady.

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

By When: Ongoing

Teachers will supplement the Edgenuity curriculum with District approved content to enhance math courses and cover standards.

Person Responsible: Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

By When: Ongoing

SVS will have weekly data and attendance meetings to monitor course progress and progress monitoring data.

Person Responsible: Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

By When: Ongoing

#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.

Students at SVS are hesitant to come to the school to work as it is a virtual environment. Our focus is to create a more welcoming environment to assist students in the transition back to a brick-and-mortar school and increase the number of students that participate in testing and open lab sessions..

Measurable Outcome:

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

SVS will increase the number of students participating in testing and other activities on campus to 96%.

Monitoring:

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

This area will be monitored by all teachers and administration by attending weekly meetings to discuss progress .

Person responsible for monitoring outcome:

Lisa Garbett (lisa.garbett@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.)

SVS has required all students to attend a meeting at the start of the school year to discuss placement and courses. This has and will allow us to develop a relationship with the student and families and discuss our expectations throughout the school year.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students and parents are hesitant to come to the virtual school. They are enrolled in virtual school to not have to physically go to school. We are working on a way to encourage students and parents to come see us so we can work individually or in small groups on lessons to prepare them for the following school year.

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 4 - Demonstrates a Rationale

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.

SVS will hold quarterly meetings with students and parents to discuss progress in courses and progress monitoring assessments.

Person Responsible: Jeffry Boatright (jeffry.boatright@suwannee.k12.fl.us)

By When: Ongoing

SVS teachers and administration will meet weekly to discuss student progress and students in need of intervention.

Person Responsible: Lisa Garbett (lisa.garbett@suwannee.k12.fl.us)

By When: Ongoing

SVS teachers and school counselor send out weekly and daily messages as encouragement for students to participate in activities at the virtual school.

Person Responsible: Jeffry Boatright (jeffry.boatright@suwannee.k12.fl.us)

By When: Ongoing

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 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 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.

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

SVS had 7 students in grades K-2, 1 Kdg, 1 grade 1, and 5 grade 2 students. Data showed that 1 student showed proficiency last year.

For the current year, only 4 of the 7 students have returned. Intervention groups will be developed

around the needs of those students. Edgenuity curriculum is supplemented by the use of IReady Toolbox and other District approved ELA curriculum.

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

Data from 2022-23 shows that we did not have enough students in grades 3-5 to show needs for groups of students. We showed 0 out of 2 (0%) 3rd grade students were proficient, 5 out of 9 (56%) of our 4th grade students were proficient, and 3 out of 4 (75%) of our 5th grade students were proficient. Current students that have enrolled with us will be given diagnostic assessments using IReady and will be given FAST PM 1 to determine the need for individual and group (Tier 2 and 3) interventions. We will use the current Edgenuity curriculum, IReady, and other District approved materials to supplement our instruction.

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

SVS students in grades K-2 will show an increase in proficiency as measured by the Spring 2024 FAST PM 3.

Grades 3-5 Measurable Outcomes

SVS students in grades 3-5 will show an increase in proficiency as measured by the Spring 2024 FAST PM 3.

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.

SVS teachers will meet weekly to discuss progress in group interventions and progress monitoring. We will also monitor course progress and grades.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Garbett, Lisa, lisa.garbett@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?

SVS will use IReady and STAR/FAST Progress Monitoring assessments to monitor progress.

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?

The programs used are district approved programs in which all K-5 students have access.

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 SVS Instructional Coach will provide curriculum training as needed for the K-5 teacher.	Hester, Angela, angela.hester@suwannee.k12.fl.us
The SVS Instructional Coach will assist in progress monitoring for all K-5 students.	Hester, Angela, angela.hester@suwannee.k12.fl.us
Weekly data meetings will be held to discuss and monitor progress of all K-5 students.	Garbett, Lisa, lisa.garbett@suwannee.k12.fl.us

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: Hispanic	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Math	\$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.

Yes