Chiefland Elementary School

2021-22 Schoolwide Improvement Plan

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Chiefland Elementary School

1205 NW 4TH AVE, Chiefland, FL 32626

http://www.levyk12.org/schools

Demographics

Principal: Amy Webber

Start Date for this Principal: 7/5/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (42%) 2016-17: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Levy County School Board on 10/12/2021.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The staff, parents and community work together to ensure the success of all students while cultivating their dreams for tomorrow.

Provide the school's vision statement.

We will be known forever by the tracks we leave.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Feagin, Deanna	Principal	Mrs. Feagin serves as Chiefland Elementary School Principal. As the instructional leader, Mrs. Feagin oversees education provided by qualified teachers who ensure that students are receiving quality instruction and interventions when needed. The principal completes formal and informal teacher observations and provides constructive feedback to help improve instructional practices. Data is disaggregated by the principal after quarterly student assessments. Data chats will take place where decisions will be made regarding students' academic progress. All stakeholders will attend data chats (principal, assistant principal, reading coach, dean, and guidance counselor). The principal will ensure that teacher/parent conferences are held twice per year where student progress is discussed. Moreover, the teacher will regularly confer with students before and after assessments to discuss goals and progress.
Henry, Lindsay	Assistant Principal	The Assistant Principal is responsible for assisting Mrs. Feagin,the Principal in the leadership, coordination, supervision, and management of the school program and operation.The assistant principal evaluates and provides feedback to faculty about their instructional practices through formal and informal evaluations. The Assistant Principal works closely with the principal and the leadership team to evaluate and support all students identified by data. Data chats will take place where decisions will be made regarding students' academic progress. All stakeholders will attend data chats (principal, assistant principal, reading coach, dean, and guidance counselor). Mrs. Henry will provide a means for clear communication between school staff, parents and community in order to maintain a healthy relationship between the community and the school.
Mitchell, Aimee	Dean	The Dean of Students will provide behavioral support in all classrooms, provide professional development and support in the area of classroom management, behavioral interventions, engagement, and social emotional learning strategies for teachers through a data driven decision process. The Dean will organize, analyze and decrease suspension data annually, particularly involving disproportionate discipline data. The Dean will co-facilitate Positive Behavior Supports and lead the PBIS Committee. The Dean will help facilitate the problem-solving process and provide input regarding services and resources that may be available to the team.
Beauchamp, Randi	Reading Coach	The Reading Coach will conduct the data analysis process throughout the school year in order to support data driven decision making. The Reading Coach will meet with teachers to discuss data trends and create action plans to address student needs quarterly as well as provide assistance and data analysis expertise in administering reading and writing assessments. The reading coach will provide for professional development in order to help teachers develop appropriate strategies for struggling students. The reading coach will assist in the implementation of curriculum and standards based instruction.

Name	Position Title	Job Duties and Responsibilities
Jones, Christy	School Counselor	The Guidance Counselor will coordinate the MTSS process. The Guidance Counselor will assist classroom teachers with assessments and intervention as well as coordinate and facilitate, guidance resources,mental health services, referrals for services, and Section 504 plans. Provide support to families in need at various times throughout the school year.
Spina, Kaylee	Teacher, K-12	Kaylee Spina serves in her role on the leadership team as teacher liaison. She will assist in the development of the school improvement plan and help make decisions to lead the students and school in meeting their goals. She is the Site AVID coordinator, attends AVID cadre meetings, and helps with the professional learning and implementation of strategies for staff schoolwide.

Demographic Information

Principal start date
Monday 7/5/2021, Amy Webber

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
19

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
26

Total number of teacher positions allocated to the school
43

Total number of students enrolled at the school
707

Identify the number of instructional staff who left the school during the 2020-21 school year.
11

Identify the number of instructional staff who joined the school during the 2021-22 school year.
6

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	108	149	85	122	106	102	0	0	0	0	0	0	0	672
Attendance below 90 percent	61	71	39	65	44	35	0	0	0	0	0	0	0	315
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	46	53	51	0	0	0	0	0	0	0	150
Course failure in Math	0	0	0	47	45	51	0	0	0	0	0	0	0	143
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	27	19	0	0	0	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	19	28	29	0	0	0	0	0	0	0	76
Number of students with a substantial reading deficiency	43	60	19	32	16	21	0	0	0	0	0	0	0	191

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	7	22	37	25	28	0	0	0	0	0	0	0	119

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	25	2	8	3	0	0	0	0	0	0	0	0	45
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/5/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	110	124	117	106	127	100	0	0	0	0	0	0	0	684
Attendance below 90 percent	44	42	30	28	27	23	0	0	0	0	0	0	0	194
One or more suspensions	12	16	5	15	8	10	0	0	0	0	0	0	0	66
Course failure in ELA	0	0	13	23	8	5	0	0	0	0	0	0	0	49
Course failure in Math	0	0	9	21	11	4	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide ELA assessment	0	0	0	9	21	30	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide Math assessment	0	0	0	13	19	15	0	0	0	0	0	0	0	47

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	14	26	13	7	0	1	0	0	0	0	0	0	0	61
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	110	124	117	106	127	100	0	0	0	0	0	0	0	684
Attendance below 90 percent	44	42	30	28	27	23	0	0	0	0	0	0	0	194
One or more suspensions	12	16	5	15	8	10	0	0	0	0	0	0	0	66
Course failure in ELA	0	0	13	23	8	5	0	0	0	0	0	0	0	49
Course failure in Math	0	0	9	21	11	4	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide ELA assessment	0	0	0	9	21	30	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide Math assessment	0	0	0	13	19	15	0	0	0	0	0	0	0	47

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	14	26	13	7	0	1	0	0	0	0	0	0	0	61
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	49%	57%	42%	43%	56%
ELA Learning Gains				58%	59%	58%	42%	44%	55%
ELA Lowest 25th Percentile				66%	55%	53%	48%	44%	48%
Math Achievement				48%	58%	63%	50%	52%	62%
Math Learning Gains				55%	64%	62%	39%	47%	59%
Math Lowest 25th Percentile				43%	42%	51%	32%	40%	47%
Science Achievement				47%	50%	53%	39%	46%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	52%	-7%	58%	-13%
Cohort Comparison						
04	2021					
	2019	47%	48%	-1%	58%	-11%
Cohort Comparison		-45%				
05	2021					
	2019	45%	44%	1%	56%	-11%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	49%	55%	-6%	62%	-13%
Cohort Comparison						
04	2021					
	2019	51%	59%	-8%	64%	-13%
Cohort Comparison		-49%				
05	2021					
	2019	40%	53%	-13%	60%	-20%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	42%	49%	-7%	53%	-11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Chiefland Elementary School is utilizing IReady to monitor the progress of our students' achievement.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9%	28%	59%
	Economically Disadvantaged	9%	28%	59%
	Students With Disabilities	0	5%	23%
	English Language Learners	0	0	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7%	21%	53%
	Economically Disadvantaged	7%	21%	7%
	Students With Disabilities	0	5%	32%
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18%	49%	72%
	Economically Disadvantaged	18%	49%	72%
	Students With Disabilities	6%	6%	37%
	English Language Learners	0	0	25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10%	34%	72%
	Economically Disadvantaged	10%	34%	72%
	Students With Disabilities	15%	22%	44%
	English Language Learners	0	0	75%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40%	59%	73%
	Economically Disadvantaged	40%	59%	73%
	Students With Disabilities	13%	32%	73%
	English Language Learners	33%	33%	67%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4%	30%	45%
	Economically Disadvantaged	4%	30%	45%
	Students With Disabilities	14%	23%	41%
	English Language Learners	0	40%	67%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18%	32%	47%
	Economically Disadvantaged	18%	32%	47%
	Students With Disabilities	29%	27%	32%
	English Language Learners	0	31%	50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15%	28%	55%
	Economically Disadvantaged	15%	28%	55%
	Students With Disabilities	14%	23%	41%
	English Language Learners	0	40%	67%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19%	34%	43%
	Economically Disadvantaged	19%	34%	43%
	Students With Disabilities	9%	13%	13%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18%	33%	56%
	Economically Disadvantaged	18%	33%	56%
	Students With Disabilities	15%	13%	25%
	English Language Learners	25%	20%	60%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE 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
SWD	23	50	58	33	41	54	47				
ELL	30			80							
BLK	35	65		32	53		38				
HSP	50			65							
MUL	71			50							
WHT	52	63	74	57	59	65	49				
FRL	46	65	75	49	56	67	46				
2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
SWD	29	48	59	32	54	53	29				
ELL	36	40		64	70						
BLK	33	63		42	63	50	33				

2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
HSP	43			64							
MUL	35			25							
WHT	53	59	64	50	54	44	49				
FRL	43	56	63	42	53	44	41				
2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	27	42	29	28	20	5	31				
ELL	75			83							
BLK	26	41	50	25	27		20				
HSP	63	64		58	36						
MUL	46			46							
WHT	42	42	48	53	40	32	43				
FRL	37	40	47	46	37	33	35				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Chiefland Elementary School has shown growth in 5th grade on the ELA FSA in achievement, learning gains, and proficiency including our lowest quartile students. In Math, the FSA results show a drop in proficiency from the 2019 3rd grade students to the 2021 5th grade students by 12%. When comparing grade level FSA ELA scores from 2019 to 2021, the percentage of proficient students remains very close to consistent . In looking at the FSA Math scores from 2019-2021 by grade levels, there was a significant drop in proficiency in 4th and 5th grades. For progress monitoring, students testing at 2 or more grade levels below on the 20-21 iReady ELA diagnostic one grew in numbers overall on the first 21-22 iReady ELA diagnostic. These are our highest needs students. 5th Grade demonstrated the strongest improvement in Reading and Math for Chiefland according to the iReady diagnostic.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2021 FSA data, Chiefland Elementary school demonstrates the greatest need for improvement in Fourth and Fifth Grade Math and ELA proficiencies. Based on iReady data from the final diagnostic of 2020-2021, Chiefland Elementary School has a weakness in vocabulary, followed by phonics. The percentage of students below grade level in phonics decreases significantly in grades 3, 4 and 5. While the percentage of students below grade level in vocabulary shows K-5 students need support in that domain. Based off the analysis of iReady our weakest area across grade levels in ELA is vocabulary.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The need for improvement at Chiefland Elementary School was generated by a lack of consistency and fidelity in the delivery of meaningful interventions for all students based on data, particularly the Tier 3 students. The interventions provided in 21-22 will present the opportunity to support students with consistency and fidelity through fidelity checks by administration, support from the Reading Coach, familiarity with intervention programs and the implementation of a standards based curriculum. In addition staff will be trained on iReady analysis of data and how to use Toolbox to support rigorous instruction in both ELA vocabulary and Math.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our second graders from 2020-2021 entered the year with 9 students proficient in ELA at the first iReady diagnostic. This group of students who are now third graders completed the first diagnostic with 57 students proficient in ELA. Our fourth grade students going into fifth grade who were proficient

on the first ELA iReady diagnostic grew from 16 students in 2020-2021 to 23 students proficient at the first iReady diagnostic in 2021-2022. Our 20-21 Fifth Grade student proficiency on ELA FSA grew from 45% to 54%. In math the 5th graders improved proficiency from 40% to 53% on the FSA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to improvement include strong Tier 1 instruction, and focusing on our lowest quartile for FSA gains in ELA and Math instruction.

What strategies will need to be implemented in order to accelerate learning?

Members of the leadership team and teacher leader team will take part in weekly discussions regarding support that is needed and discuss strategies that will best meet student need with feedback being brought back to grade level teams. We will focus on data that can be collected on our sub-groups of students and our bottom quartile students in both reading and math so that interventions and support will be adjusted as needed. The data collected will include iReady, intervention progress monitoring and classroom performance data. Administration and the Reading Coach will assist teachers in analyzing quarterly data.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

iReady and the use of iReady Toolbox to enhance the adopted ELA series/BEST Standards to provide extra support for those students who need it. AVID professional development to maintain and improve school decorum and collegiality. In addition, teachers will attend training in Core Connections to improve writing skills.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Data chats with teams, families, and students; focusing on vocabulary to ensure the students understand the task, increasing rigor and stamina while developing a positive growth mindset; goal setting with students and teachers; and strive to increase access to technology. We will also Increase vocabulary skills through teaching across the curriculum through increased communication with special area teachers.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Review of FSA scores and progress monitoring of ELA iReady Diagnostic scores indicate the need for support in vocabulary instruction and focused checks for understanding for each day's lesson in all grade levels.
Measurable Outcome:	For the 2021-2022 school year, Chiefland Elementary School will increase FSA ELA proficiency scores in 3rd through 5th grade from 51% to 56%.
Monitoring:	We will focus on strategic planning with grade level teams, ESE personnel and special areas to be included so that aligned vocabulary instruction can take place across all content areas. Grade level strategic planning with our reading coach will take place each month where data from iReady and classroom checks for understanding and summative data will take place with each teacher. Within each strategic planning period, mini professional development on vocabulary and vocabulary strategies will take place.
Person responsible for monitoring outcome:	Deanna Feagin (deanna.feagin@levyk12.org)
Evidence-based Strategy:	Chiefland elementary school will Implement and train staff in Core Connections to support writing skills across content areas in order to build vocabulary capacity. Vocabulary instruction must include multiple practice opportunities for using words within and across subjects. Instruction must be extended over time with opportunities for students to hear, speak, read, and write words in various contexts. This builds students' breadth and depth of vocabulary knowledge. Vocabulary should be taught schoolwide and across all subject areas. Each subject has a unique set of vocabulary terms, and students need to know their meanings and how to use them in various contexts. Additionally, mini pd will be conducted regarding checks for understanding to insert in lesson plans that keep in mind both the learning target and the purpose of the lesson.
Rationale for Evidence-based Strategy:	Students, especially struggling students and English learners, need between 12 and 14 exposures to words and their meanings to fully learn them (Durkin, 1978/79; Roser & Juel, 1982; Scott, Jamieson, Noel, & Asslin, 2003) Teaching the meanings of important words before learning new content activates students' background knowledge and prepares them for learning and comprehending. Also, it must be clear on what we are expecting students to know and be able to do by the end of the lesson. It's also important to design a lesson so that it is punctuated with opportunities for students to demonstrate their progress toward the target.

Action Steps to Implement	
Increased number of walkthroughs with feedback to teachers on checks for understanding and vocabulary instruction.	
Person Responsible	Deanna Feagin (deanna.feagin@levyk12.org)
Data chats with teachers, quarterly, to assess the progress of interventions with mini-PD on vocabulary and vocabulary strategies along with checks for understanding.	
Person Responsible	Randi Beauchamp (randi.beauchamp@levyk12.org)

iReady professional development to correlate Toolbox with Benchmark materials and BEST standards with regard to rigorous vocabulary instruction and setting appropriate checks for understanding.

Person Responsible Randi Beauchamp (randi.beauchamp@levyk12.org)

Adding fidelity checks to interventions to increase delivery effectiveness and support for students

Person Responsible Deanna Feagin (deanna.feagin@levyk12.org)

Collegial planning weekly and group chats monthly to monitor and implement instructional strategies and working with a new curriculum material with a specific focus on vocabulary instruction and checks for understanding for each part of the standard (printing off clarifications from Benchmarks)

Person Responsible Randi Beauchamp (randi.beauchamp@levyk12.org)

Professional development with Core Connections to increase strategies in the area of writing across content areas.

Person Responsible Randi Beauchamp (randi.beauchamp@levyk12.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on 2019 math FSA data Chiefland Elementary School demonstrated it's lowest proficiency in 5th grade at 48%. Overall, growth for our lowest quartile students in math was also very low at 43% . According to the iReady data, the students that are currently in 5th grade performed the lowest on the last iReady diagnostic in 2019-2020 and also very low as fourth graders in 2020-2021. Therefore, we need to focus on math proficiency and our lowest quartile growth opportunities.
Measurable Outcome:	For the 2021-2022 school year, Chiefland Elementary School will show 50% proficiency in grades 3-5 on the 2021-2022 FSA.
Monitoring:	Staff will provide administration with the times that Math intervention will occur so that time can be added to walk through scheduling in order to provide feedback. The staff will participate in quarterly data chats with the admin team to review math performance based on iReady and classroom data.
Person responsible for monitoring outcome:	Deanna Feagin (deanna.feagin@levyk12.org)
Evidence-based Strategy:	Teachers and staff will receive mini PD on engaging students in math through games and discourse. Teachers will include math games and student discussion to enhance math learning. This can be done through small group instruction in the math class.
Rationale for Evidence-based Strategy:	Exploring important mathematical concepts and practicing important skills are central to game strategy and gameplay. Mathematical games will be easily differentiated to meet the needs for a variety of learners, and modifiable to meet the expectations of a variety of concepts.

Action Steps to Implement

The Chiefland Elementary School admin team will survey teachers and create a spreadsheet of the times reported that small group math instruction/intervention is taking place. Then walk throughs with feedback will occur at that time.

Person Responsible	Lindsay Henry (lindsay.henry@levyk12.org)

Mini PD will be provided at staff meetings, SIP Days and data chat days with regard to how math games and student discourse can be engaging and differentiated and small group instruction can also work for math classes.

Person Responsible	Lindsay Henry (lindsay.henry@levyk12.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

CES continually plans with staff, parents, and community members how to improve school culture and increase family and community involvement. PTO (Parent Teacher Organization),SAC (School Advisory Council), and PBS (Positive Behavior Support) are the groups that currently operate. Many of our students have social/emotional/and financial needs that need to be met. Various agencies help us to provide assistance to families in need. We stress the importance of working with our SEL curriculum Sanford/Harmony.
Our community does not hesitate to reach out and support the school to ensure all students are safe, have basic needs met and are able to access the education here at CES. Our incident rank when compared to statewide disciplinary data falls into the moderate category with only .7 incidents per 100 students. Our suspension rate is higher than that compared to the State.
Our plan is to continue the Positive Behavioral Strategies school wide, as well as, monitor teacher use of strategies in the classroom. We implement in-school suspension more than out of school suspension as the collective belief is that disciplinary issues are educational opportunities when the infraction warrants.
We believe building teacher efficacy in instructional and social emotional areas will lower our incident and suspension rates.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Positive Behavior Interventions and Supports (PBIS) is incorporated throughout our school to positively shape student behavior. PBIS at CES is centered around our five school-wide expectations: Be Respectful, Be Responsible, Be Safe, Be Kind, and Be Hardworking. PBIS supports teachers and staff by providing a framework of early interventions to prevent misbehavior and de-escalate students. In addition, a scaffolded system for behavior documentation is used to distinguish minor and major behaviors. As a reward for meeting school-wide expectations and positive behavior, students are given Tribal Tokens that can be used to spend at the monthly School Store or used to gain entrance into quarterly nine weeks reward events. Students who are an example to others in meeting expectations are awarded with a positive referral and celebrated - 2 students per class, per week. Monthly, one student from each class is awarded Student of the Month for being a prime example of that month's characteristic trait. AVID is also a large part of our school culture with student goal setting and acknowledging student accomplishments.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders and their role:

Students - Students are encouraged to take responsibility for following school-wide expectations, to lead by example, and to persevere.

Faculty/Staff - Faculty and staff are expected to consistently promote and reward positive behavior that aligns with our school-wide expectations. These stakeholders also are required to document behaviors and collaborate with the Dean of Students and/or PBIS coach to determine necessary interventions to promote positive behaviors with students.

Administration/Leadership - Administration/Leadership must promote PBIS and reward both students and faculty/staff for their diligence and willingness to create a positive school environment.

Families - Families have the opportunity to reinforce positive behaviors and our school-wide expectations at home. Families are invited to award ceremonies for Student of the Month and to quarterly reward events.

Local Businesses and Community Groups - Local businesses and community groups support PBIS by making monetary or physical donations to the PBIS School Store or the quarterly reward events.

Parent Volunteers - Parent volunteers are critical to the success of PBIS. They serve monthly in the School Store and attend quarterly reward events to support students.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
		Total:	**$0.00**