

School Board of Levy County

Chiefland Middle High School



2021-22 Schoolwide Improvement Plan

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Chiefland Middle High School

808 N MAIN ST, Chiefland, FL 32626

<http://www.levyk12.org/schools>

Demographics

Principal: Matthew Mclelland

Start Date for this Principal: 7/13/2005

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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: B (59%) 2017-18: B (57%) 2016-17: B (56%)
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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Chiefland Middle High School

808 N MAIN ST, Chiefland, FL 32626

<http://www.levyk12.org/schools>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 6-12</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>93%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>23%</p>

School Grades History

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

School Board Approval

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

SIP Authority

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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.

We, the faculty of Chiefland Middle High School, believe our purpose is to challenge and prepare students to become productive, responsible citizens. We will encourage students within a caring and challenging community to set achievable goals and strive to reach these goals through personal excellence.

Provide the school's vision statement.

CMHS students will achieve personal success in their learning and become responsible and productive citizens.

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
Mclelland, Matthew	Principal	Provides instructional and non-instructional leadership and supervision for the school, as well as manages the operation and all other activities and functions that occur on campus. Develops positive school/community relations and acts as liaison between the school and community. Monitors the performance of students and staff.
Allen, Cheryl	Assistant Principal	Assists the principal in providing vision and leadership to develop, administer and monitor the educational programs and needs of students. Develops and maintains positive school/community relations and acts as a liaison between school and community. Assists in providing instructional leadership and supervision for student achievement.
Corbin, Katie	Graduation Coach	Utilizes the Early Warning System to identify and track progress of students deemed at-risk of not graduating on time. Works with guidance department and problem solving teams to create safety nets, plans and course schedules for at-risk students. Develops and implements individual, small-group, and whole school intervention and prevention strategies to students to increase the likelihood that all students will graduate.
Crawford, Michelle	Reading Coach	Provides daily support to classroom teachers and collaborates with the principal and school lead team to cultivate a successful learning community. Helps identify struggling readers, works with teachers to model effective instructional strategies. Monitors and responds to school reading assessments with the principal and lead team. Provides leadership in the process of designing, implementing and monitoring the school intervention plan for struggling readers. Facilitates in-service training and professional development.
Gerhard, Julie	Reading Coach	Provides daily support to classroom teachers and collaborates with the principal and school lead team to cultivate a successful learning community. Helps identify struggling readers, works with teachers to model effective instructional strategies. Monitors and responds to school reading assessments with the principal and lead team. Provides leadership in the process of designing, implementing and monitoring the school intervention plan for struggling readers. Facilitates in-service training and professional development.
Gore, Kelly	Assistant Principal	Assists the principal in providing vision and leadership to develop, administer and monitor the educational programs and needs of students. Develops and maintains positive school/community relations and acts as a liaison between school and community. Assists in providing instructional leadership and supervision for student achievement.
Parks, Stephanie	Teacher, K-12	Provides a safe, nurturing educational environment in which students move toward the fulfillment of their potential for intellectual, emotional, physical.

Name	Position Title	Job Duties and Responsibilities
		<p>and psychological growth. Plans and effectively implements instructional activities designed to achieve goals and objectives of the curriculum. Evaluates student progress on a regular basis to include academic, physical, and social growth of students. Maintains accurate, complete, and correct records and inventories. Communicates with students, parents, and other stakeholders. Participates in professional development and training or mentoring other teachers.</p>
Edison, Teri	School Counselor	<p>Provides guidance and counseling services to students, parents and teachers and coordinates the school-wide guidance program which includes classroom guidance, small group counseling, individual counseling and crisis counseling. Coordinates the efforts of the school, special services and programs, and community resources in providing for the intellectual, psychological, and physical and emotional needs of students. Tracks students' credits and course of study and provides guidance toward achievement of academic and career goals.</p>
Drummond, Stacy	Other	<p>Participates in the planning, implementation and evaluation of graduation requirements for students in 9-12 grades. Prepares and maintains required and appropriate reports and records. Participates in staff development activities. Monitors student progress toward graduation goals. Makes recommendations for improvement in policies and procedures related to student scheduling and supports.</p>
Fields, Amy	Teacher, K-12	<p>Provides a safe, nurturing educational environment in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth. Plans and effectively implements instructional activities designed to achieve goals and objectives of the curriculum. Evaluates student progress on a regular basis to include academic, physical, and social growth of students. Maintains accurate, complete, and correct records and inventories. Communicates with students, parents, and other stakeholders. Participates in professional development and training or mentoring other teachers.</p>
Parnell, Kyle	Dean	<p>Assists with supervision and matters of discipline. Maintains records regarding discipline and parent communication. Participates as a team member on different school initiatives and communicates problems and concerns from parents and staff to the principal. Presents information and input on policy changes and collected discipline data.</p>
Palmer, John	Dean	<p>Assists with supervision and matters of discipline. Maintains records regarding discipline and parent communication. Participates as a team member on different school initiatives and communicates problems and concerns from parents and staff to the principal. Presents information and input on policy changes and collected discipline data.</p>

Demographic Information

Principal start date

Wednesday 7/13/2005, Matthew Mclelland

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.*

5

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.*

10

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

829

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

9

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

9

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	0	0	0	0	0	0	132	113	113	145	123	119	84	829
Attendance below 90 percent	0	0	0	0	0	0	53	50	88	60	40	44	50	385
One or more suspensions	0	0	0	0	0	0	15	22	38	41	32	20	10	178
Course failure in ELA	0	0	0	0	0	0	18	4	9	14	11	16	10	82
Course failure in Math	0	0	0	0	0	0	12	15	32	23	30	16	11	139
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	38	19	23	34	30	32	22	198
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	38	37	35	21	11	21	0	163
Number of students with a substantial reading deficiency	0	0	0	0	0	0	6	5	4	3	6	3	2	29

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	63	53	69	79	91	67	422

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	0	0	0	0	0	0	4	4	1	0	0	1	0	10
Students retained two or more times	0	0	0	0	0	0	4	8	11	13	6	1	2	45

Date this data was collected or last updated

Friday 9/3/2021

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	0	0	0	0	0	0	104	108	135	132	120	118	72	789
Attendance below 90 percent	0	0	0	0	0	0	8	11	5	10	15	13	18	80
One or more suspensions	0	0	0	0	0	0	21	31	34	41	39	22	30	218
Course failure in ELA	0	0	0	0	0	0	1	6	6	3	4	9	5	34
Course failure in Math	0	0	0	0	0	0	2	7	24	16	18	21	13	101
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	15	18	24	29	20	15	22	143
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	30	26	13	13	11	23	16	132

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	60	60	76	79	91	66	70	502

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	0	0	0	0	0	0	0	1	7	0	0	12	0	20
Students retained two or more times	0	0	0	0	0	0	5	6	8	7	1	7	0	34

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	0	0	0	0	0	0	104	108	135	132	120	118	72	789
Attendance below 90 percent	0	0	0	0	0	0	8	11	5	10	15	13	18	80
One or more suspensions	0	0	0	0	0	0	21	31	34	41	39	22	30	218
Course failure in ELA	0	0	0	0	0	0	1	6	6	3	4	9	5	34
Course failure in Math	0	0	0	0	0	0	2	7	24	16	18	21	13	101
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	15	18	24	29	20	15	22	143
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	30	26	13	13	11	23	16	132

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	60	60	76	79	91	66	70	502

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	0	0	0	0	0	0	0	1	7	0	0	12	0	20
Students retained two or more times	0	0	0	0	0	0	5	6	8	7	1	7	0	34

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				47%		56%	47%		56%
ELA Learning Gains				47%		51%	48%		53%
ELA Lowest 25th Percentile				39%		42%	37%		44%
Math Achievement				55%		51%	59%		51%
Math Learning Gains				51%		48%	64%		48%
Math Lowest 25th Percentile				45%		45%	46%		45%
Science Achievement				54%		68%	49%		67%
Social Studies Achievement				72%		73%	78%		71%

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
06	2021					
	2019	40%	41%	-1%	54%	-14%
Cohort Comparison						
07	2021					
	2019	51%	37%	14%	52%	-1%
Cohort Comparison		-40%				
08	2021					
	2019	43%	36%	7%	56%	-13%
Cohort Comparison		-51%				
09	2021					
	2019	51%	50%	1%	55%	-4%
Cohort Comparison		-43%				
10	2021					
	2019	46%	50%	-4%	53%	-7%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	59%	45%	14%	55%	4%
Cohort Comparison						
07	2021					
	2019	68%	55%	13%	54%	14%
Cohort Comparison		-59%				
08	2021					
	2019	29%	29%	0%	46%	-17%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	43%	43%	0%	48%	-5%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	66%	-6%	67%	-7%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	72%	10%	71%	11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	65%	68%	-3%	70%	-5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	59%	57%	2%	61%	-2%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	41%	53%	-12%	57%	-16%

Grade Level Data Review - Progress Monitoring Assessments

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

- 6th-8th iReady for ELA & Math ***CIVICS in 8th Grade district interim assessments
- 9th-10th, APM for ELA, district interim assessments Biology & US History
- 11th 12th FAIR for ELA, district interim assessments Math

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28/34%	37/37%	31/36%
	Economically Disadvantaged	21/35%	27/42%	25/40%
	Students With Disabilities	0	1/10%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18/22%	27/30%	29/32%
	Economically Disadvantaged	12/20%	18/27%	19/29%
	Students With Disabilities	0	0	1/10%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28/29%	35/38%	24/32%
	Economically Disadvantaged	13/25%	16/31%	11/28%
	Students With Disabilities	1/6%	1/8%	1/10%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19/20%	28/28%	29/30%
	Economically Disadvantaged	12/21%	17/27%	16/27%
	Students With Disabilities	0	0	1/13
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	23/23%	26/23%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25/27%	39/39%	31/34%
	Economically Disadvantaged	19/33%	24/38%	23/39%
	Students With Disabilities	0	1/11%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22/21%	30/27%	26/25%
	Economically Disadvantaged	8/14%	12/20%	10/17%
	Students With Disabilities	1/8%	1/7%	1/9%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	32/29%	57/45%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33/31%	44/40%	30/30%
	Economically Disadvantaged	14/24%	19/32%	11/20%
	Students With Disabilities	1/8%	3/21%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22/21%	30/27%	26/25%
	Economically Disadvantaged	8/14%	12/20%	10/17%
	Students With Disabilities	1/8%	1/7%	1/9%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	49/45%	59/55%
	Economically Disadvantaged	0	12/57%	16/67%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	26/34%	28/37%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63%	21%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	52/61%	45/52%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25%	100%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

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	29	39	28	27	31	27	34	52		89	31
ELL	58	67		67	58						
BLK	21	31	33	24	23	29	15	36		100	29
HSP	59	54		41	42		54	82			
MUL	44	38		29	33						

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
WHT	49	48	37	45	39	41	45	77	66	96	63
FRL	41	42	33	38	35	39	38	68	59	94	45
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	23	44	48	29	41	36	29	42		91	60
ELL	60	36		60	70						
BLK	20	27	35	27	34	43	24	43			
HSP	60	41		67	58	36	79	55	73		
MUL	18	12		39	31						
WHT	51	51	39	58	53	48	57	79	68	95	76
FRL	42	43	41	53	50	40	49	62	68	88	73
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	17	24	16	24	43	31	19	37		89	41
BLK	20	33	38	27	41	36	25	67		86	50
HSP	62	52		66	73		61	88	36		
MUL	44	47		45	53						
WHT	51	50	34	65	68	54	52	79	44	91	75
FRL	42	45	36	55	62	48	44	74	27	87	62

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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	581
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
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	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	55
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	48
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?

There is a trend across grade levels and content areas that students with disabilities are below 20% proficient. The Black subgroup is performing below Caucasian and Multiracial subgroups. In nearly all grade levels, ELA is trending slightly below math proficiency. Grades 5 and 9 are the only grades reaching 50% proficiency in ELA. Grade 5, our incoming 6th grade, is the only group to meet 50% proficiency in math, except for the 8th graders who tested in Algebra I who reached 65% proficient. Based on the most current FSA scores, overall math proficiency (42%) dropped below ELA proficiency (47%); however, there was a higher percentage in math (39%) for learning gains for the lowest quartile than ELA (36%).

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

The content area with the greatest need for improvement from 2019 data is ELA in all grade levels. Students with disabilities and Black students also demonstrate a need for improvement based on historic and current state assessments. There was a significant decline in proficiency in math between the 2019 and 2021 state assessments years. Math proficiency in 2019 was 55%, where math proficiency in 2021 was 42%.

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

Several new teachers, COVID quarantines, decreased time reading independently/direct instruction on math skills, and understanding precisely the critical skills and information students are missing are likely contributing factors. A new action would be increasing the amount of Tier 3 time for the students in the identified subgroups above and getting these students in the afterschool program to increase independent reading and math skills, and quickly diagnosing and making a plan to bridge gaps in knowledge.

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

Civics and US History have the highest percentage of proficiency with a combined proficiency of 72%. For the 2021 state assessment administration, overall proficiency was reported 75%. The subgroup of Caucasian students demonstrated the highest proficiency in all content areas and grade levels.

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

The teachers teaching social sciences content areas have been in teaching those subjects over 10 years. There were no new actions.

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

The identified subgroups in need of improvement will need to be closely monitored through the school-wide MTSS process. Problem solving teams will need to determine the critical skills and concepts that students are missing and provide scaffolds that will bridge gaps while teaching the missing skills with precision and efficiency. Strategies to be utilized include scaffolding intentionally, building knowledge and vocabulary, prioritizing standards, modifying guided reading to include more instructional level text opposed to individual reading level texts, and diagnosing essential missed learning.

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.

Professional development opportunities include learning more about the MTSS process and problem solving, and learning how to implement effective strategies to bridge knowledge gaps for struggling students, specifically Black students and students with disabilities.

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

Students have access to a digital learning platform to access leveled curriculum and adaptive progress monitoring so teachers can accurately identify areas of information students may be missing. Another additional service to promote and sustain improvement is a year-long after school enrichment program for students.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: The area of focus is the Black/African-American ESSA subgroup. This ESSA subgroup has been previously identified as below the Federal Index. Based on the most current state testing data, this subgroup (27% proficient) is still in need of improvement and is performing below Caucasian (49% proficient), Hispanic (61% proficient), and Economically Disadvantaged (42% proficient) subgroups in all content areas. Because reading and comprehension are essential to all subjects, ELA will be the subject of focus for these students.

Measurable Outcome: There will be an improvement from below 41% on the Federal Index to 45% on the Federal Index as measured by state test scores for the 2021-2022 school year.

Monitoring: Monitoring will occur beginning with an initial diagnostic using IXL and followed by weekly informal adaptive progress monitoring. Formal standardized monitoring will be done using the APM. Teachers will meet bimonthly to review and disaggregate student data and plan for target strategies in instruction.

Person responsible for monitoring outcome: Matthew Mclelland (matthew.mclelland@levyk12.org)

Evidence-based Strategy: The evidence-based strategy of intentional scaffolding that includes see and tell (AVID fishbowl activity) or think alouds, tapping into prior knowledge, time to talk, pre-teaching vocabulary, using visual aids, and pause-ask questions-pause-review. "Well-constructed scaffolds optimize student learning, provide a supportive environment as well as facilitating student independence (Salem, 2016)."

Rationale for Evidence-based Strategy: Scaffolding bridges the gap between where students are and needing support to where students need to be to read and comprehend grade-level texts independently. The more intentional teachers are about scaffolding reading instruction and learning concepts, the more the knowledge gaps close. The newly adopted SAVVAS curriculum includes text complexity rubrics for teachers to help identify potential stumbling blocks in unit texts. Scaffolding instruction notes appear at point-of-use throughout the lessons.

Action Steps to Implement

To help build teacher understanding of the diversity of their learners and what they bring to the classroom, the AVID team will facilitate a professional development specific to culture and building relational capacity using the AVID resource, Culturally Relevant Teaching.

Person Responsible: Michelle Crawford (frances.walker-crawford@levyk12.org)

To implement the evidence-based practice, ELA teachers will identify the students and their gaps in knowledge using their most current baseline data and historic data, such as FSA and progress monitoring results to determine groups of students based on their gaps of knowledge.

Person Responsible: Julie Gerhard (julie.gerhard@levyk12.org)

Teachers will gain knowledge through professional development on using the AVID fishbowl activity to implement the see and tell practice. Mini PD opportunities will be offered for teachers to strengthen and support their knowledge and use of intentional scaffolding supports.

Person Responsible: Cheryl Allen (cheryl.allen@levyk12.org)

Bimonthly MTSS/PST instructional teams will meet to review progress, data and on-going implementation to plan for the next steps and monitor improvement.

Person Responsible Julie Gerhard (julie.gerhard@levyk12.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.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.

Based on the 2-year old data, Chiefland Middle High School (CMHS) ranked 420 out of 505 for incidents reported per 100 students. CMHS reported 5.2 incidents per 100 students in 2019-2020 while the statewide average was 3.2. When compared to the state, CMHS ranks very high overall. CMHS reported a total of 42 incidents, with 32 of them for tobacco/drug use/possession/alcohol. Out of Levy's 9 schools, only 94 incidents were reported. CMHS represents 45% of the county's reported incidents. Compared to the state, CMHS has only been below the state average of incidents per 100 students in 2014 and 2019. As a matter of ranking for suspensions, CMHS is ranked very high again being 445 out of 505 for a total of 215 suspensions, or 26.4 per 100. CMHS has never been below the state average in this category. Of the school's suspensions, 63% were in-school.

As part of the discipline process, teachers consider offenses that can be addressed within the classroom, such as moving seats, redirecting students, and issuing verbal warnings. The next step before a referral is a time out for the rest of the class period in a different classroom specifically for the student to calm down and refocus.

The most current data paints a concerning picture of discipline this year. In the first 4 weeks of school, there have been 64 discipline referrals. Of those 64, 72% represent White students making up 79% of the population. Even with the greatest percentage of referrals, the risk index for White students is just .05, lower than all other ethnicities. Black students represent 10% of the population and currently have 16% of the referrals with a risk index of .12 and a risk ratio of 2.4, the highest of all ethnicities. Hispanic students make up 8% of the population and account for 10% of the referrals with a risk index of .08 and a risk ratio of 1.6 for receiving referrals. Multi-racial students consist of 4% of the population and have 3% of current referrals, with a risk index of .07 and a risk ratio for receiving referrals at 1.4. This concern regarding disproportionality will be monitored in weekly admin meetings by creating reports from Skyward discipline and discussed with the lead team for problem solving approaches.

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.

Building a positive school culture is part of a strong foundation for student success. Administrators, faculty and staff understand the value and role all stakeholders play in helping build this culture. Student participation in clubs, performing arts, rigorous academic classes, athletics, and community service is strongly encourage and facilitated by members of the staff and community.

Students are recognized monthly for being positive student models on campus and are published on the front office bulletin board. Hallways are decorated with bulletin boards encouraging positive choices. At the high school level, students can participate in dual enrollment at the local college campus or enroll in the CDE program that pairs students ready to work with community businesses willing to hire them. At the middle school level, teachers have planned celebratory events to recognize students working hard to make academic growth and good behavioral choices.

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

Teachers' role in promoting a positive culture and environment begins with the relationships they build with their individual students and their assistance in helping students develop and reach goals throughout the year. Teachers also communicate frequently with parents and involve them in their academic programs. The graduation coach and school counselor also communicate with and involve parents, as well as the local community college. The coach, counselor and local college work together to provide college level courses during the school day on and off campus. Local businesses view the school as the hub of the community and provide financial support in numerous ways, along with participating on the School Advisor Council and booster clubs. School board members are always available and willing to assist and visit with students and staff. Administrators and dean continuously look for ways to solve problems and encourage students and staff. The Foundation hosts several events each year that benefits students, and the Levy Prevention Coalition has partnered with schools to offer student enrichment after school.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
			Total: \$0.00