

School Board of Levy County

Levy Virtual Instruction (Course Offerings)



2021-22 Schoolwide Improvement Plan

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Levy Virtual Instruction (Course Offerings)

480 MARSHBURN DR, Bronson, FL 32621

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

Demographics

Principal: Thomas Bennett M

Start Date for this Principal: 7/1/2021

| | |
|--|---|
| 2019-20 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 |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 36% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | |
| School Grades History | 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade |
| 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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Levy Virtual Instruction (Course Offerings)

480 MARSHBURN DR, Bronson, FL 32621

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

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) |
| Combination School KG-12 | No | 44% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 35% |

School Grades History

| | |
|--------------|----------------|
| Year | 2020-21 |
| Grade | |

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.

Our mission is to educate all students in a safe environment and to graduate them ready for college and career success.

Provide the school's vision statement.

Honoring the past, building the future.

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 |
|-------------------|----------------|---|
| Bowers, Paige | Teacher, K-12 | 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. |
| Hachman, Jennifer | Teacher, K-12 | 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. |
| Harvey, David | Teacher, K-12 | 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. |
| Norris, Dara | Teacher, K-12 | 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. |
| Sorensen, Daniel | Teacher, K-12 | 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. |

| Name | Position Title | Job Duties and Responsibilities |
|--------------|----------------|---|
| Lott, John | Principal | Provides instructional leadership and supervision for the virtual school. Develops positive school/community relations and acts as liaison between the school and parents. Monitors the performance of students and staff. |
| Smith, James | Other | Mr. Smith's duties entail overseeing of student performance and completion rates, communication with parents, overseeing the immediate supervision and communication with teachers, and ensuring students attend state assessment administration. |

Demographic Information

Principal start date

Thursday 7/1/2021, Thomas Bennett M

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.*

3

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.*

0

Total number of teacher positions allocated to the school

5

Total number of students enrolled at the school

66

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

1

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

2

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected or last updated

Friday 10/1/2021

2020-21 - As Reported

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

| Indicator | Grade Level | Total |
|---|-------------|-------|
| Number of students enrolled | | |
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA | | |
| Course failure in Math | | |
| Level 1 on 2019 statewide FSA ELA assessment | | |
| Level 1 on 2019 statewide FSA Math assessment | | |

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

| Indicator | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators | | |

The number of students identified as retainees:

| Indicator | Grade Level | Total |
|-------------------------------------|-------------|-------|
| Retained Students: Current Year | | |
| Students retained two or more times | | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Students retained two or more times | 0 | 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 | | | | | 46% | 61% | | 44% | 60% |
| ELA Learning Gains | | | | | 48% | 59% | | 52% | 57% |
| ELA Lowest 25th Percentile | | | | | 46% | 54% | | 48% | 52% |
| Math Achievement | | | | | 51% | 62% | | 49% | 61% |
| Math Learning Gains | | | | | 51% | 59% | | 53% | 58% |
| Math Lowest 25th Percentile | | | | | 42% | 52% | | 40% | 52% |
| Science Achievement | | | | | 54% | 56% | | 51% | 57% |

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Social Studies Achievement | | | | | 78% | 78% | | 76% | 77% |

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 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 09 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 10 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

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

i-ready for grades K-8 for ELA and Math

| Grade 1 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | | 86 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | | 86 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 2 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | | 75 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | | 50 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 3 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | | 62 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | | 62 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 4 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | | 36 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | | 55 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 5 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | | 71 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | | 71 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 6 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | | 25 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | | 33 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 7 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | | 50 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | | 21 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Civics | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 8 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | | 57 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | | 17 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 9 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 10 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 11 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |

| Grade 12 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | 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 |
| FRL | 63 | | | 19 | | | | | | | |
| 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 |

| 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 |

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 | 37 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 74 |
| Total Components for the Federal Index | 2 |
| Percent Tested | 84% |

Subgroup Data

Students With Disabilities

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

English Language Learners

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|--|-----|
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |

Native American Students

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| 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

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|---|-----|
| 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 | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| 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 | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 41 |
| 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?

Students in grades 3-8 indicate more students at risk in reading, performing 2 or more grade levels below. Math performance shows student performance is stronger in the primary grades but declines in 4th-8th grade.

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

Based on i-Ready final diagnostic data, the greatest need for improvement is in ELA grades 3-8th and Math grades 4-8th.

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 contributing factors for this need for improvement is student transition as a choice for online learning and students in need of more teacher contact time. New actions would include teacher identification of those students performing below grade level having more contact time via phone with the teachers and intervention by teachers when students are not completing or passing assigned tasks/assessments.

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

Based on i-Ready results, ELA showed the most improvement across all grades, improving from 18% on grade level to 43% on grade level.

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

The contributing factors to this improvement was the monitoring and implementation of curriculum by Levy County teachers, as well as an increase in contact with all students and parents based on the need for online learning for students who chose this option.

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

Strategies to implement include the close monitoring of i-Ready lesson completions, as well as the assignment of specific lessons for students in areas that need more practice.

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 for teachers will include school improvement planning days with other teachers from like content area classes, as well as professional development on i-Ready implementation. Previous data for i-Ready consisted of diagnostic scores only. The new actions for the school year will have students engaging in lessons with the program as well.

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

Sustainability of these additional services will be continued progress monitoring and support by the district instructional team.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the i-Ready diagnostic data indicating 22% of students in K-8 are 2 or more levels below grade level and 50% or more of students performing below proficiency in ELA on the 2021 FSA, there is a need for a structured plan to improve reading achievement.

Measurable Outcome: On the 2021-2022 FSA in ELA, 55% students in grades 3-5 will be proficient.

Monitoring: Monitoring will be maintained through students performance on ELA assessments, i-Ready completed lessons and diagnostic assessments, as well as quarterly data chats.

Person responsible for monitoring outcome: James Smith (james.smith@levyk12.org)

Evidence-based Strategy: Students will be provided more intense intervention and contact time with teacher via phone or telemeetings.

Rationale for Evidence-based Strategy: Student slack the face to face engagement to help them increase their learning in ELA. This increase in time with the teacher and face to face contact via the computer will increase student achievement.

Action Steps to Implement

Teachers will attend SIP planning days with like content area teachers to help improve with interventions.

Person Responsible James Smith (james.smith@levyk12.org)

Teachers will be provided professional development on the use and monitoring of i-Ready.

Person Responsible James Smith (james.smith@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.

Due to the nature of Levy Virtual Instruction, there is no student related discipline to reference for this section.

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.

The school addressed positive school culture by implementing positive praise to students to their diligence, accomplishments with activities, and provide positive phone calls to parents.

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

Teachers- provide positive feedback to students and parents on student progress and effort in their work.
 Administrators- provide positive feedback to students, parents and teachers.

Part V: Budget

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

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|---------------|--------|---|---------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | \$0.00 |
| Total: | | | \$0.00 |