

School Board of Levy County

Chiefland Middle High School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (53%) 2018-19: B (59%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 10/25/2022.

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

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	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	25%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
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.
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. As AVID coordinator, provides support to AVID elective teachers, facilitates in-service trainings for AVID schoolwide, monitors the implementation and success of the CMHS AVID program.
Edison, Teri	School Counselor	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.
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.

Name	Position Title	Job Duties and Responsibilities
Parks, Stephanie	Math Coach	Provides daily support to classroom teachers and collaborates with the principal and school lead team to cultivate a successful learning community. Helps identify students struggling with math, works with teachers to model effective instructional strategies. Monitors and responds to school math assessments with the principal and lead team. Provides leadership in the process of designing, implementing and monitoring the school intervention plan for struggling math students. Facilitates in-service training and professional development.

Demographic Information

Principal start date

Wednesday 7/13/2005, Matthew Mclelland

Number of teachers with a 2022 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.*

18

Number of teachers with a 2022 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.*

11

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

832

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	125	109	109	149	118	110	92	812
Attendance below 90 percent	0	0	0	0	0	0	44	41	45	69	47	52	23	321
One or more suspensions	0	0	0	0	0	0	7	2	5	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	17	8	15	7	6	16	3	72
Course failure in Math	0	0	0	0	0	0	14	13	15	19	7	10	6	84
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	32	27	37	51	33	0	0	180
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	30	25	27	52	40	0	0	174
Number of students with a substantial reading deficiency	0	0	0	0	0	0	6	6	5	4	3	4	3	31

Using the table above, complete the table below with the number of students by current grade level who have 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	57	78	78	87	120	86	82	588

Using current year data, complete the table below with the number of students identified as being "retained.":

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	7	1	7	0	0	3	0	18
Students retained two or more times	0	0	0	0	0	0	12	7	9	13	8	7	0	56

Date this data was collected or last updated

Friday 9/9/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	40%		51%				47%		56%
ELA Learning Gains	39%						47%		51%
ELA Lowest 25th Percentile	32%						39%		42%
Math Achievement	47%		38%				55%		51%
Math Learning Gains	45%						51%		48%
Math Lowest 25th Percentile	35%						45%		45%
Science Achievement	38%		40%				54%		68%
Social Studies Achievement	76%		48%				72%		73%

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	2022					
	2019	40%	41%	-1%	54%	-14%
Cohort Comparison						
07	2022					
	2019	51%	37%	14%	52%	-1%
Cohort Comparison		-40%				
08	2022					
	2019	43%	36%	7%	56%	-13%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	59%	45%	14%	55%	4%
Cohort Comparison						
07	2022					
	2019	68%	55%	13%	54%	14%
Cohort Comparison		-59%				
08	2022					
	2019	29%	29%	0%	46%	-17%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	43%	43%	0%	48%	-5%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	66%	-6%	67%	-7%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	72%	10%	71%	11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	68%	-3%	70%	-5%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	57%	2%	61%	-2%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	41%	53%	-12%	57%	-16%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	24	33	29	26	31	28	16	29		92	18
BLK	27	40	40	31	45	31	11	47			
HSP	58	54		33	35		36	92			
MUL	41	50		38	67			60			
WHT	41	38	32	50	45	34	41	79	74	96	64
FRL	37	37	33	40	38	30	36	78	63		
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						
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	579
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	51

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Overall ELA 6-10-----Subgroup Black-----White-----ESE
CMHS 40.4%-----27.2%-----40.9-----23.8
Levy 43.8%-----23.6%-----46.8-----26
State 53.2%-----36.2%-----62.9-----23.7

In ELA for grades 6-10, CMHS is trending just slightly below (~4%age points) district averages and below (~13%age points) state averages on the FSA. In both subgroups representing the two largest cell sizes by race, CMHS is trending above the district and below the state for the Black subgroup and trending below both county and state in the White subgroup. The ESE subgroup is only slightly outperforming the state and below the district percentage.

Maths-----Subgroup Black -----White-----ESE

CMHS 46.8%-----30.9%-----50.1-----25.7
 Levy 45.9%-----23.9%-----49.7-----29.4
 State 53.1%-----34.3%-----64.7-----28

In maths, CMHS is trending above the district in both Black and White subgroups and overall, but below in the ESE subgroup. When compared to the state percentages, CMHS is underperforming in all three subgroups.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the data, the greatest need for improvement is in the subject area of reading with that gap of 13 percentage points overall. While the white subgroup is performing above the overall school and district, there is a 14 percentage point difference with the state average in math. In both reading and math, the Black subgroup and ESE subgroup are significantly underperforming the White subgroup in ELA and maths.

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 Black subgroup has been below the ESSA Federal Index since 18-19 and the ESE subgroup has been below the Federal Index since 2017-18, except the 2018-19 school year and the 19-20 COVID year when there was no testing. Of the three years the ESE subgroup fell below, the 2021-22 school year was the lowest at 33%. With the change to the BEST standards and adoption of new curriculum, it's imperative teachers are knowledgeable and prepared to reach these two subgroups who have a wider gap to close. Additionally, there are staff new to the school and new to the content area who are teaching these students who will need to know how to best support the Black and ESE subgroups.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The multiracial subgroup were flagged last year as being below the federal index and closed the gap from 36% proficient to 51% proficient, improving significantly. Additionally, the social studies content area outperformed the district and state.

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

The multiracial subgroup is relatively small, so any changes in one or two students makes a significant difference. Historically, results for social studies have been above the district and state averages for several years. These teachers have remained in their content areas, have undergone minimal standards or curriculum changes and have participated in numerous hours of PD to understand their standards and how to best teach them.

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 grade-level and MTSS discussions. New progress monitoring data will be a tool the teams can use to see growth and more specific areas of need for the students in the subgroups. In these teams, teachers will be supported by the reading and math coaches to closely analyze data and review resources for remedial work and interventions in the classroom. Professional development to better support instructional practices will be implemented, as well.

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 will be offered on using AVID tools and strategies to engage students and foster collaboration. Staff will prepare to help students more effectively through micro-PDs during MTSS meetings to learn more about planning for the remediation and support students need. These micro-PDs will be organized around teacher input on instructional needs, where some teachers made need to know more about differentiation, high impact teaching strategies, classroom management and organization, or how to provide opportunities for collaboration for students. The reading and math coaches are instrumental in providing resources for student and teacher growth. Trainings through IXL are scheduled to help teachers better understand that tool and how to align it with the standards they are teaching in class. Additionally, teachers are given the opportunity to participate on cadres to work with professionals around the district to dig into their standards and plan how to best support and monitor students.

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

To ensure sustainability into the future, teachers will be encouraged to attend professional development in their standards and curriculum, as well as in instructional practices that support student learning, such as AVID and the use of AVID surveys. Funding through Title I has been allocated for teacher development that will ultimately lead to improvement in student achievement. Additionally, services provided by the reading and math coaches will be instrumental in building supportive relationships with teachers that will lead to teacher retention and growth.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

The area of focus for 2022-2023 at Chiefland Middle High Schools is instructional practices in relation to implementing the BEST standards for ELA and Math. Based on the most current state FSA data from Spring 2022, 40% of students who took the ELA FSA were proficient, and 47% of students who took the Math FSA were proficient. Baseline data from IXL diagnostic snapshot for the 2022-2023 school year indicates 11% of students in grades 6th through 12th are on or above grade level in math, and 30% of 6th through 12th grade students are on or above grade level in ELA.

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

As a result of action steps implemented to improve instructional practices as they relate to the BEST standards, there will be an increase in proficiency from 40 percentage points to 50 percentage points as measured by the state assessment in ELA and from 47 percentage points to 57 percentage points on the state assessment in Math for the 2022-2023 school year.

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

Monitoring will occur through classroom walkthroughs, Tier 1 and 2 MTSS meetings and beginning with an initial diagnostic assessment using IXL and followed by weekly informal adaptive progress monitoring. Formal standardized monitoring will be done using FAST progress monitoring. Teachers will meet quarterly to review student progress and disaggregate student data to plan for instruction.

Person responsible for monitoring outcome:

Cheryl Allen (cheryl.allen@levyk12.org)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

CMHS will implement professional development in both AVID and BEST standards for ELA and Math, utilize evidence-based programs with fidelity in Intensive Reading and Intensive Math courses, deploy reading and math coaches to support teachers in facilitating standards-based instruction, and provide after-school tutoring supports for ELA and Math for identified students in grades 6-12.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy.
 Describe the

In providing professional learning opportunities, coaching supports, and evidence-based programs, CMHS will build capacity within the teaching staff to create instruction that elevates student achievement and promotes student growth towards grade level expectations in reading and math. In providing tutoring support to identified students, CMHS will provide differentiated instruction in small group settings to students with a demonstrated need and a desire to improve.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Chiefland Middle High School will implement after school professional development with AVID methodologies (on 9/8, 9/22, 1/17, and 1/31) to help build teacher understanding of the diversity of their learners and what they bring to the classroom. Teachers will attend workshops on Fostering a Growth Mindset and using WICOR strategies in the classroom.

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

Modeling/mentoring/coaching provided by Reading and Math coaches to aid teachers in their understanding of student learning gaps with targeted instruction and interventions. Coaches will provide professional learning opportunities in relation to the new BEST standards, as well as the new FAST assessment.

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

Mindplay will be utilized in all intensive reading classes in 6th, 7th, and 8th grades. Mindplay provides individualized lessons targeted toward student needs. Mindplay Virtual Reading Coach by Destination Knowledge scored Moderate Evidence in regard to measurable student performance on the Levy County Decision Tree.

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

Achieve 3000 will be utilized in all intensive reading classes in 9th, 10th, 11th, and 12th grades. Achieve 3000 provides individualized lessons targeted toward student needs. Achieve 3000 scored Strong Evidence in regard to measurable student performance on the Levy County Decision Tree.

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

Individualized IXL lessons for grades 6-12 for ELA and Math based on specific areas of need as identified by each student's diagnostic score with targeted data on each domain. IXL does not meet Strong, Moderate, or Promising levels of evidence on the Levy County Decision Tree; however, the following IES Practice Guide recommendation(s) support the program- Improving Adolescent Literacy: Effective Classroom and Intervention Practices- Recommendation 1: Provide explicit vocabulary instruction (Strong Evidence) and Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence). IXL utilizes these practices by providing individualized instruction on the student's level in relation to vocabulary and reading comprehension. The monitoring for this program is ongoing via school-based data meetings, district data report outs, snapshots of data three times a year, and student intervention documentation.

Person Responsible Stephanie Parks (stephanie.parks@levyk12.org)

Six Minute Solution will be used in intensive reading classes in grades 6-12. Six Minute Solution does not meet Strong, Moderate or Promising levels of evidence on the Levy County Decision Tree; however, the following IES Practice Guide recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9 recommendation number two-Provide purposeful fluency-building activities to help students read effortlessly (strong evidence). Six Minute Solution utilizes daily repeated reading routines to build student fluency.

This will be monitored via monthly fluency checks in intensive reading classes in grades 6-12. MathNation will also be used for additional support.

Person Responsible Julie Gerhard (julie.gerhard@levy12.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 are strongly encouraged and facilitated by members of the staff and community.

Students are recognized monthly for being positive student models on campus grades 6-12, from which the community recognizes two students, one from middle and one from highschool at City Hall and the newspaper. Hallways are decorated with bulletin boards encouraging positive choices with school expectations. This is also part of the middle school PBIS program.

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.

As part of building school culture, teachers will participate in a 2-part training through AVID on Fostering a Growth Mindset. This professional development module prepares educators to understand the theory of mindset in order to develop and practice culturally relevant pedagogy.

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

The graduation coach provides family engagement nights that target specific grade levels on specific dates (9th and 10th 9/20, 11th 9/15, and 12th 8/30) . These nights provide families and students with grade specific information such as graduation requirements, scholarship opportunities, testing requirements, and more.

Teachers' promote a positive school culture by building positive, supportive relationships with students and parents by communicating frequently and working to involve parents in the academic programs. Staff are promoting lifelong learning and achievement by wearing college gear on Wednesdays throughout the school year and encouraging students to wear college/career themed shirts. Teachers across campus are learning more about strategies through AVID to foster learning environments that are safe for students to take risks and step up to learning challenges and know that classmates will also help support them during

setbacks and celebrate successes.

Administration and deans meet frequently with students who have are impacting the learning environment negatively to try and determine the root of the issues that are brought to school. These students will often meet with the school counselor, meridian, or other outreach program for even more support. And administrators and deans circle back to these students to monitor and check-in on how they are doing and to remind students there are people on campus who care about them. Administrators also recognize students working to build a positive school culture and learning environment to let them know their contributions make a difference, and if they are not already participating in a leadership role in a club or sport, they are encouraged to get involved there too. Instructional coaches, along with lead teachers, work to plan fun celebrations and events to recognize model students who promote good citizenship and engage in learning.

Community stakeholders support and promote good citizenship by recognizing students chosen for student of the month and students are highlighted on the front office announcement screen. Community stakeholders also support teachers and lift their spirits with occasional breakfast treats or desserts to remind them they are appreciated and the work they do is important.

The Levy County Prevention Coalition is participating in encouraging a positive school culture by providing event tickets and recognition for students who have a positive impact on the learning environment in after school study sessions.