

School Board of Levy County

Chiefland Middle High School



2023-24

Schoolwide Improvement Plan (SIP)

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Chiefland Middle High School

808 N MAIN ST, Chiefland, FL 32626

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

School Board Approval

This plan was approved by the Levy County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to foster a culture of personal growth and excellence that prepares students for success in a global society.

Provide the school's vision statement.

We envision our students as compassionate, resilient, and well-rounded individuals, equipped with the skills and values to positively impact their communities and make a meaningful difference in the world.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
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.
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.
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.
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

Name	Position Title	Job Duties and Responsibilities
		professional development.
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.
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.
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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team reviews and disaggregates the school's performance data, designs a presentation that is easy to understand for stakeholders to review and discuss, and drafts goal ideas for further input. All school staff have the opportunity to provide input in the development of the plan and volunteer to oversee or participate in action steps pertinent to their roles on campus. The school faculty met as a team during preplanning to review the contents of the school improvement plan, review the school's current data, and make suggestions for our school's goal and the action steps we would need to take toward meeting the goal. The School Advisory Council (SAC), which includes staff, parents, students, and community members will also review the data presentation and offer ideas and suggestions for school improvement, areas for development, and plan creation.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The stakeholders involved in the plan development will also be included in the monitoring, with the school leadership team assembling and distributing the progress monitoring data with the faculty and with the School Advisory Council. The school leadership team meets once monthly to review the most current data and make shifts and revisions or continue on track based on that information. During these monthly meetings, the team will compare students' progress toward the school improvement goal and each team member will report out on their area of responsibility, as designated in the school improvement plan.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	25%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP)

(subgroups below the federal threshold are identified with an asterisk)	Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	21	44	42	107	
One or more suspensions	0	0	0	0	0	0	39	32	29	100	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	13	21	27	61	
Course failure in Math	0	0	0	0	0	0	13	21	27	61	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	38	27	38	103	
Level 1 on statewide Math assessment	0	0	0	0	0	0	23	12	10	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	62	83	77	222

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	3	7	11
Students retained two or more times	0	0	0	0	0	0	12	13	9	34

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	44	41	45	321	
One or more suspensions	0	0	0	0	0	0	7	2	5	14	
Course failure in ELA	0	0	0	0	0	0	17	8	15	72	
Course failure in Math	0	0	0	0	0	0	14	13	15	84	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	32	27	37	180	
Level 1 on statewide Math assessment	0	0	0	0	0	0	30	25	27	174	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	6	6	5	31	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	57	78	78	588

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	7	1	7	18
Students retained two or more times	0	0	0	0	0	0	12	7	9	56

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	44	41	45	130	
One or more suspensions	0	0	0	0	0	0	7	2	5	14	
Course failure in ELA	0	0	0	0	0	0	17	8	15	40	
Course failure in Math	0	0	0	0	0	0	14	13	15	42	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	32	27	37	96	
Level 1 on statewide Math assessment	0	0	0	0	0	0	30	25	27	82	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	6	6	5	17	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	57	78	78	213

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	7	1	7	15
Students retained two or more times	0	0	0	0	0	0	12	7	9	28

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	39		50	40		51	47		
ELA Learning Gains				39			47		
ELA Lowest 25th Percentile				32			36		
Math Achievement*	51		38	47		38	42		
Math Learning Gains				45			37		
Math Lowest 25th Percentile				35			39		
Science Achievement*	44		64	38		40	43		
Social Studies Achievement*	81		66	76		48	75		
Middle School Acceleration	85			72		44	62		
Graduation Rate	97		89	96		61	97		
College and Career Acceleration	65		65	59		67	56		
ELP Progress			45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	462
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	97

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	579
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	96

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	29	Yes	1	1
AMI				
ASN				
BLK	42			
HSP	64			
MUL	49			
PAC				
WHT	68			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	62			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL				
AMI				
ASN				
BLK	34	Yes	2	
HSP	51			
MUL	51			
PAC				
WHT	54			
FRL	44			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	39			51			44	81	85	97	65	
SWD	24			37			35	63		20	6	
ELL	15			43							2	
AMI												
ASN												
BLK	23			36			16	55		30	6	
HSP	38			45			33	73		92	6	
MUL	53			44							2	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	40			55			49	85	83	65	7	
FRL	37			47			36	80	80	61	7	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	40	39	32	47	45	35	38	76	72	96	59	
SWD	24	33	29	26	31	28	16	29		92	18	
ELL												
AMI												
ASN												
BLK	27	40	40	31	45	31	11	47				
HSP	58	54		33	35		36	92				
MUL	41	50		38	67			60				
PAC												
WHT	41	38	32	50	45	34	41	79	74	96	64	
FRL	37	37	33	40	38	30	36	78	63			

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	47	47	36	42	37	39	43	75	62	97	56	
SWD	29	39	28	27	31	27	34	52		89	31	
ELL	58	67		67	58							
AMI												
ASN												
BLK	21	31	33	24	23	29	15	36		100	29	
HSP	59	54		41	42		54	82				
MUL	44	38		29	33							
PAC												
WHT	49	48	37	45	39	41	45	77	66	96	63	
FRL	41	42	33	38	35	39	38	68	59	94	45	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	34%	34%	0%	50%	-16%
07	2023 - Spring	38%	40%	-2%	47%	-9%
08	2023 - Spring	25%	31%	-6%	47%	-22%
09	2023 - Spring	41%	35%	6%	48%	-7%
06	2023 - Spring	38%	43%	-5%	47%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	45%	54%	-9%	54%	-9%
07	2023 - Spring	75%	52%	23%	48%	27%
08	2023 - Spring	66%	48%	18%	55%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	39%	34%	5%	44%	-5%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	34%	5%	50%	-11%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	38%	38%	0%	48%	-10%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	49%	-8%	63%	-22%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	64%	24%	66%	22%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	57%	16%	63%	10%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performing component in 2022-2023 is ELA. The raw testing data indicates that 34% (169/489) passed the state test with a level 3 or higher in grades 6 to 10. Contributing factors could be personnel. The teacher for 6th grade resigned in the first week of school and did not get a full time teacher until after the first quarter. The teacher for 8th grade resigned prior to testing in the last quarter of the year, so this group of students finished up the last few standards, reviewed and tested with people other than their regular teacher. Another contributing factor could be the curriculum. Several teachers expressed concern about the curriculum covering the material to the degree it would be tested since there are no test item specifications.

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

All components either improved or remained the same except for ELA. ELA declined from 40% proficient to 30% proficient. The decline could possibly be attributed to the same factors mentioned previously, educators resigning, curriculum alignment with tested items, instructional issues with teaching the passages instead of the standards, and a lagging gap of foundational skills continuing to carry over from COVID.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA had the greatest gap. Some factors possibly contributing to the gap are cultural factors, inconsistent reading habits and limited access to library books.

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

Math! One factor that likely benefited the growth is the addition of a dedicated math coach. She worked tirelessly with other teachers to align the math curriculum with instruction and ensured that regular progress monitoring was taking place. Another factor in play could be that this was the first year for baseline data and math cut scores had not been calibrated.

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

Attendance at school is the greatest concern because regular participation is essential for students to fully engage with the learning process, build strong academic foundations, and develop crucial social skills through interactions with peers and teachers. Consistent attendance also contributes to a positive school culture and helps students establish good habits that translate into future success.. Students scoring below proficient in reading are a concern as strong reading skills are fundamental for academic success across all subjects and grade levels. Without proficient reading abilities, students may struggle to comprehend complex materials, effectively communicate their ideas, and develop critical thinking skills needed for lifelong learning. It was necessary to add more intensive reading classes in the schedule to provide the extra support for these struggling students.

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

1. Student Achievement and Academic Excellence: Improving student learning outcomes, academic performance, and achievement is a top priority. This may involve implementing effective teaching strategies, curriculum enhancements, personalized learning approaches, and targeted interventions for students who may be struggling.
2. Positive Culture & Environment: Creating a positive culture and equitable learning environment is crucial for all students. Reasons students come to school vary, from getting something to eat, to seeing friends, to participating in sports. Some will say to learn. We want students to aspire to learn, to set rigorous, yet achievable goals and persevere to reach them.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

From the data reviewed, attendance has been identified as a concern. A positive school culture and environment can significantly improve student attendance by creating a sense of belonging, engagement, and excitement for learning. When students feel valued, supported, and connected to their school community, they are more likely to attend regularly, as they perceive school as a welcoming and meaningful place. Additionally, a positive atmosphere encourages collaborative learning, active participation, and extracurricular involvement, further motivating students to attend school consistently.

180 students, or 22% of the school population were flagged as missing 10% or more of instructional time.

69% are White but account for 74% of the school population

11% are Black but account for 10% of the school population

23% are ESE but account for 18% of the school population

The two subgroups falling below the 41% federal index are Black and ESE. Both of these subgroups present with disproportionate attendance rates compared to the White subgroup. Both Black and ESE represent a larger percentage of the absences than their population represents compared to the White subgroup.

Measurable Outcome:

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

By the end of the 2023-2024 academic year, we will reduce the percentage of students in the Black subgroup missing 10% or more of instructional time from 11% to 5% and the ESE subgroup from 23% to 13%, as measured by attendance records and reported quarterly.

Monitoring:

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

The focus will be closely monitored through a systematic process involving attendance records and quarterly reporting. The monitoring process will consist of data collection and tracking, regular analysis and reporting, comparison to baseline, quarterly reports, identifying trendlines and patterns, making adjustments to strategies and implementing interventions, and communicating and celebrating our success or being transparent about what we need to correct. This data-driven approach will enable informed decision-making and foster a culture of continuous improvement.

Person responsible for monitoring outcome:

Teri Edison (teri.edison@levyk12.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Attendance Works is the evidence-based intervention that will be used for improving attendance rates.

This intervention is tiered and begins at the foundational support level, which promotes positive conditions for learning and is used for all students and families. Tier 1 is universal prevention and is also used for all students and families. Tier 2 is early intervention and is used for students missing 10%-19% of the school year. Tier 3 is intensive intervention and is used with students missing 20% or more.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research shows that attendance is one of the greatest predictors of graduation and a significant driver of student achievement. Every day a student is absent is a lost opportunity for learning. Too many absences not only can affect achievement for the absent student but also can disrupt learning for the entire class.

Attendance Works recommends a tiered approach that starts with foundational supports for the whole school. These foundational supports are followed by prevention-oriented supports for attendance (Tier1), more personalized outreach or early intervention (Tier 2), and intensive intervention (Tier 3). Attendance Works suggests five basic steps to address and reduce chronic absence in schools: Engage students and parents; recognize good and improved attendance; monitor attendance data and practice; provide personalized early outreach; and develop programmatic response to barriers.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will collect accurate attendance data and record it daily in Skyward. Attendance Works has created free data tools—the DATT and the SATT—to examine patterns and identify which students are at risk due to poor attendance. Mrs. Edison will include the lead team in planning for the implementation of the tiered intervention with a focus on attendance. Small group attendance data chat sessions will also be used as an intervention for Tier 2, while individualized sessions using BASE or EVERFI will be used for Tier 3. Students will be responsible for charting and monitoring their attendance with the assistance of Mrs. Edison.

Person Responsible: Teri Edison (teri.edison@levyk12.org)

By When: The goal to roll it out will be by the middle of the first quarter when progress reports go home on September 15, 2023.

A detailed report summarizing the attendance data, including the percentage of students meeting the goal, will be generated at the end of each quarter. This report will be presented to the school's leadership team, teachers, and other relevant stakeholders.

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

By When: October 20, 2023

Based on the quarterly data and analysis, we will make necessary adjustments to the attendance improvement strategies. This could include refining communication with parents, enhancing engagement activities, or implementing additional support measures. This will be done through the lead team.

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

By When: October 31, 2023

Part of fostering a positive culture of learning is engaging students with rigor and collaborative strategies. All core teachers will provide students with opportunities to collaborate and engage with each other on rigorous work using AVID strategies. The AVID team will provide training for teachers on collaborative structures and how to fit them into instruction.

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

By When: September 29, 2023

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA is our lowest component and Black with ESE subgroups underperforming. The area of focus aims to improve reading proficiency for two specific subgroups of students: the Black subgroup and the Exceptional Student Education (ESE) subgroup. Both of these subgroups were identified as below the 41% federal index and both subgroups are significantly below the school, district and state averages.

Measurable Outcome:

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

By the end of the 2023-2024 academic year, we will increase reading proficiency percentages for the Black subgroup and the Exceptional Student Education (ESE) subgroup to mirror the overall state proficiency average of 47%, which is a change from 18% for Black subgroup and from 13% for ESE subgroup, as measured by the state assessment.

Monitoring:

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

Monitoring of this area of focus will occur through interim progress monitoring tests on the state FAST test and IXL. Classroom walkthroughs will be used to monitor targeted instructional strategies and differentiated support.

Person responsible for monitoring outcome:

Cheryl Allen (cheryl.allen@levyk12.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

One evidence-based intervention for improving reading proficiency among Black students and students in the Exceptional Student Education (ESE) subgroup is the implementation of a structured literacy program. Structured literacy is a systematic and explicit approach to teaching reading that is effective for all students, including those with diverse learning needs. Structured literacy components include direct vocabulary instruction, gradual release of responsibility, progress monitoring and differentiation, and multisensory techniques.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By implementing a structured literacy program with a focus on systematic and explicit instruction, multisensory techniques, and differentiation, we can provide targeted support for improving reading proficiency among Black students and ESE students. This evidence-based intervention addresses the unique needs of these subgroups while promoting foundational reading skills and comprehension abilities. The panel considers the level of evidence supporting this recommendation to be strong, based on 12 small experimental design studies,⁸⁷ 1 well-designed quasi experimental study,⁸⁸ and 1 meta-analysis study.⁸⁹ Comparative and correlational research provided additional support. Together, the studies examined various methods for improving literacy outcomes of struggling adolescent readers.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Collect baseline reading data for students, analyze and identify trends and specific weak areas that could be targeted for instruction.

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

By When: September 29, 2023

Provide ongoing professional development and support for teachers in direct vocabulary instruction, differentiation, gradual released, and collaborative strategies.

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

By When: October 13, 2023

Following the professional development on explicit instruction teachers received during preplanning, select teachers will participate in learning walks to observe highly effective learning environments and instructional strategies.

Person Responsible: Kelly Gore (kelly.gore@levyk12.org)

By When: October 31, 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Title I funding allocations are directly connected to a needs assessment based on data and current resources we already have in inventory. Once the school data has been collected and processed, the school leadership team reviews and analyzes the areas for improvement that are discussed with stakeholders. A budget is created of those needs and all stakeholders review the budget and rationales for the resources and expected outcomes. A plan is devised for how to improve the areas that includes resources necessary to reach the goal. Meetings were conducted with school administration and district personnel to discuss staffing allocation needs and priorities. School Advisory Council (SAC) meetings are being held with parents, community members, students, and school staff to discuss the school house budget, plan for school improvement and devising a plan to improve student attendance and foster a culture of learning and personal growth.

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

In addition to advertised face-to-face SAC meetings, quarterly newsletters will be backpacked or sent via email to students and parents to share the progress of goals and the actions taken. We have a very small population of Spanish-speaking students who will receive their newsletter in their primary home language.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Through open communication channels (phone calls, face to face meetings), family engagement events (Literacy Nights, Parent Conferences, Recognition Ceremonies), on campus, student-led conferences and community outreach, CMHS is committed to building strong and collaborative relationships with parents, families, and community stakeholders as a fundamental part of fulfilling its mission to provide a comprehensive and supportive educational experience for all students. This engagement strategy is designed to meet the needs of students, enhance their learning journey, and ensure parents are well-informed and actively involved in their child's education.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

To accomplish this, teachers continue working toward aligning their curriculum and maps, providing enrichment and honors opportunities, offer flexible grouping, encourage dual enrollment and AP courses, utilize a variety of formative and summative assessments and will engage in professional development.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title II for teacher professional learning, Title III for ELL support, McKinney Vento for students experiencing homelessness, Carl D. Perkins for CTE, Levy County Prevention Coalition, Levy County Schools Foundation as well as School House Budget.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school counselor coordinates and oversees the school-based mental health instruction for all students on campus and connects families and students with additional needed resources available within the community. As part of this plan, the school counselor is part of the tiered intervention for

attendance and meets with students identified through their attendance data, reaches out to parents through phone calls and face-to-face meetings on the affects attendance has on learning, academic success, behavior, and even graduation.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The school counselor meets with every 8th grade student to create a plan for graduation and developing ideas for a career or postsecondary education. Students are encouraged and guided to choose a path for classes toward industry certification that will be beneficial toward their planned career. The high school academic advisor and graduation coach meet with high school students to plan for future classes, including dual enrollment.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The implementation of a schoolwide tiered model to prevent and address problem behavior, along with early intervening services coordinated with activities and services under the Individuals with Disabilities Education Act (IDEA), involves a systematic and collaborative approach to support all students and meet the diverse needs of those at risk for academic or behavioral challenges. We work though needs assessment and planning, the actual MTSS process, use data-driven decision-making and evidence-based strategies, targeted interventions, intensive support, and progress monitoring and evaluation.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers will receive training on using various types of assessment data, including formative, summative, and diagnostic assessments. Educators will learn how to analyze assessment data to identify individual student needs, trends, and patterns of performance. Regular meetings will provide opportunities for ongoing learning and refinement of instructional approaches. Instructional coaches or experienced educators will provide one-on-one coaching to support teachers in analyzing data and implementing effective instructional strategies.

Peer observations will be encouraged, allowing teachers to learn from each other's practices and apply data-driven approaches in the classroom. The school will offer workshops or informational sessions for parents to help them understand the role of data in their child's education.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Not applicable to this plan.