Chipley High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Chipley High School

1545 BRICKYARD RD, Chipley, FL 32428

http://chs.wcsdschools.com

School Board Approval

This plan was approved by the Washington County School Board on 10/9/2023.

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.

The mission of Chipley High School is to provide a learning environment that challenges students to achieve their academic, practical, artistic, leadership, civic, and personal goals.

Provide the school's vision statement.

Our vision is to function as a collaborative professional learning community committed to meeting students where they are to help them develop their potential for academic success, practical skills, artistic exploration, personal well-being, and extracurricular pursuits, while guiding them to become responsible leaders and citizens.

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
Clemmons, Alicia	Principal	School Principal-Provide safety, direction within the school and effective educational programs for students.
Carter, Jesse	Assistant Principal	Safety and education
Henderson, Lenora	Instructional Coach	Data Analyst, curriculum and instruction
Short, Sarah	School Counselor	9th and 10th grade guidance
	School Counselor	11th and 12th grades guidance
Webb, Alex	Teacher, K-12	
Schimpf, Carol	Teacher, K-12	
Broom, Kristi	Teacher, K-12	

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 stakeholders, parents, teachers, students, administration and teachers are all involved in the SIP development. The demographics of the student population is used to determine who is involved as parents.

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 SIP will be visited throughout the year by the leadership team and teachers. Progress monitoring will be carried out throughout the school year. The data from the monitoring/student assessments will be analyzed so that teachers understand the areas that students are progressing in and the areas they are not progressing in. Teachers will continue to use the data to drive instruction. Data talks will be conducted with students from their teachers. Professional learning opportunities will be offered to teachers based on student needs. As goals from the SIP are met, the leadership team will discuss things that may need to be added, tweaked, or revised. All of this will be based on how well the students are improving after progress monitoring data has been analyzed.

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 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	24%
2022-23 Economically Disadvantaged (FRL) Rate	75%
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) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: B

	2019-20: B
*2022-23 school grades will serve as an informational baseline.	2018-19: B
	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

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*	50	48	50	56	54	51	51		
ELA Learning Gains				56			42		
ELA Lowest 25th Percentile				44			39		
Math Achievement*	39	28	38	37	44	38	37		
Math Learning Gains				39			22		
Math Lowest 25th Percentile				45			25		
Science Achievement*	57	54	64	61	37	40	63		
Social Studies Achievement*	69	66	66	68	40	48	64		
Middle School Acceleration					48	44			
Graduation Rate	90	90	89	92	59	61	93		
College and Career Acceleration	83	78	65	75	69	67	80		
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	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	90

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	573
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	92

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	46			
ELL				
AMI				
ASN				
BLK	55			
HSP	26	Yes	1	1
MUL	28	Yes	1	1
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	57			

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	39	Yes	1	
ELL				
AMI				
ASN				
BLK	56			
HSP				
MUL	71			
PAC				
WHT	56			
FRL	54			

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	50			39			57	69		90	83	
SWD	26			29			24	42		66	6	
ELL												
AMI												
ASN												
BLK	47			30			38	60		52	6	
HSP	42			10							2	
MUL	36			20							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	52			44			60	71		90	6	
FRL	44			32			39	61		79	6	

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	56	56	44	37	39	45	61	68		92	75	
SWD	22	30	34	20	36	32	28	27		89	68	
ELL												
AMI												
ASN												
BLK	46	59	58	25	48	64	52	62		86	61	
HSP												
MUL	64	79					70					
PAC												
WHT	57	54	37	37	37	40	61	68		92	79	
FRL	48	49	37	35	43	52	60	58		87	66	

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	51	42	39	37	22	25	63	64		93	80	
SWD	25	24	18	25	19	24	39	22		95	53	
ELL												
AMI												
ASN												
BLK	31	25	17	10	17	25	38	62		100	60	
HSP	57	55		50								
MUL	38	27		36								
PAC												
WHT	55	45	42	42	22	28	65	65		92	85	
FRL	42	42	30	28	20	16	54	60		92	70	

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	47%	48%	-1%	50%	-3%
09	2023 - Spring	51%	46%	5%	48%	3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	14%	32%	-18%	50%	-36%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	35%	12%	48%	-1%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	51%	2%	63%	-10%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	65%	3%	63%	5%

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 area showing the lowest performance was Algebra 1. CHS percentage level of level 3 or higher was 17%. The state's percentage level of level 3 or higher was 54%. Students who took the Algebra EOC were in the lowest quartile. Students who scored a 3 or higher on the seventh grade math assessment would have taken the Algebra EOC and course as eighth grade students. The state percentage score include all students who take the Algebra EOC. The school's 2022-2023 percentage of student's scoring a level 3 or higher is 1% higher than the 2021-2022 percentage (16% level 3 or higher). The school's percentage has increased over the past three years which shows that there is an upward trend in growth.

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

Students showed the greatest decline in Biology and English 2. In Algebra, the percentage level of 3 or higher for students in this area was 53% with the state average being 63%. The previous year's percentage for students scoring a 3 or higher for CHS was 59%. There was a change in teachers mid-year as our constant Biology teacher was offered a different position within the district. There was a 6% decrease of growth between the years. In English 2, the percentage level of students scoring a 3 0r higher was 47% whereas the state's percentage level 3 or higher was 50%. The previous year's percentage of student's scoring 3 or higher was 53%. We were 3% below the state average and 6% below last years' school's average. We had to make some adjustments at the beginning of the 2022-2023 school year as we were down two teachers in our English department. Mid-way the year, two new teachers were hired which made it easier to ensure that the students received interventions needed to do well on the English state assessments.

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.

The greatest gap was shown in Algebra 1. The state percentage of students earning level 3 or higher was 54% whereas the school's percentage of level 3 or higher was 17%. As mentioned earlier in question number 1, students taking the algebra EOC in high school are the ones who are in the lowest quartile. Students scoring a level 3 or higher on the 7th grade math assessment would have taken Algebra and the Algebra EOC while in eighth grade. The state score includes all students who would have taken Algebra and the Algebra EOC whereas our score only include the lowest quartile students who would not have taken Algebra as an eighth grade student.

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

The most improvement was shown in geometry. The geometry percentage was increased by 5%. Forty-eight percent of the students scored a 3 or higher on the EOC.

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

N/A

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

1. Algebra 1- Our goal is that 35% of our students taking the Algebra EOC will score a level 3 or higher.
2. English 2- Our goal is that 60% of our students will score a 3 or higher on the FAST test.
3. Lower quartile students- Our goal is that these students will move from being level 1 and 2 students to level 2 and 3 students by the end of their 11th and 12th grade years.
4. Biology and Geometry- Our goal is that 60% of our students taking these tests will score level 3 or higher.

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 Other

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.

Data showed that our lower quartile students were not showing the growth needed for them to be successful. It is important that all students learn in a positive culture and safe environment. A leadership/ literacy team was established and persons on the team continuously meet to discuss incentives and ways to increase student morale school-wide.

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

All students will receive the support needed for them to be successful learners. The instruction will be tiered in all classrooms, not just reading and math intensive classes. The goal is to implement tiered instruction in the core classes, to decrease the amount of students being placed in intervention classes.

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

Students will be provided with a variety of role models and mentors to help them develop personally and academically. The faculty will be able to contribute to an all inclusive school climate. Walk-thru's and observations will be done to ensure the instruction is being tiered. D and F reports are being pulled to monitor which classes have the lowest grades. Conversations are being had to figure out how to lower the number of D's and F's. Parent/teacher conferences are being scheduled. MTSS conferences are also being scheduled. Parents are being notified of how their child is doing in classes every four weeks.

Person responsible for monitoring outcome:

Alicia Clemmons (alicia.clemmons@wcsdschools.com)

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.)

The evidence based strategies being used are AVID strategies, book studies with Dr. Robert Britton, the new teacher mentor program, and all teachers have been offered the opportunity to participate in coaching cycles to learn about new instructional strategies and classroom management strategies.

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

The goal is to decrease the amount of D's and F's and the need for credit recovery. We want to increase the opportunity for students to become expert learners who take responsibility for their behavior and academic success.

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 1 - Strong 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.

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to Students with Disabilities

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.

ATSI- additional target and support is needed for our students with disabilities based on the 2021-2022 school year data. This group's grade was a D which meant they fell between 32% to 40% with the actual percentage being 39%. In the ELA, 59.3% of this groups scored a level 1, 18.5% scored at level 2, and 14.8% scored at level 3. On the math assessment, 70.5% in this group scored a level 1, 9.1% scored at level 2, and 15.9% scored at level 3.

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

The goal- 60% of the student's with disabilities will make learning gains on both the ELA and math assessments.

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

ELA teachers and ESE Support teachers will work together in preparing lessons aligned with state standards. Teachers will ensure that lessons activities are differentiated to meet the leaning needs of all students. Lessons will be engaging and strategies will be implemented that will increase learning. ESE support teachers will strategically work with this group of students, allowing for one on one engagement, extra practice, and extra time as needed on assignments.

Person responsible for monitoring outcome:

Alicia Clemmons (alicia.clemmons@wcsdschools.com)

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.)

Florida's Formula for success(6+4+T1+T2+T3)
1. the six components that will be utilized are oral language development, phonological awareness, phonic, fluency, vocabulary and comprehension.
2. Types of assessments will include screening., progress monitoring, diagnostic and summative.
3. The interventions will be explicit, systematic, small group instruction. multiple opportunities to practice targeted skills, scaffolding and corrective feedback

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

The Florida's Formula for Success is evidenced based and includes three tiers of instruction that are: standards-aligned; include accommodations for students with a disability, students with an Individual educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for learning. The core instruction provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.

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 1 - Strong 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.

1. Progress monitoring throughout the school year.
2. Data analysis throughout the school year.
3. Data chats with teachers and leadership team throughout the school year.
4. Teachers ensure that data chats occur with students and parents (progression)

Person Responsible: Alicia Clemmons (alicia.clemmons@wcsdschools.com)

By When: This will be an ongoing process throughout the year.

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).

The School Improvement Plan is disseminated in the following methods: Annual Title I meetings; SAC meetings; school websites; school social media outlets, and parental-involvement training that takes place at the school; As the plan is shared with the school staff, leadership teams, and stakeholders of the local community, it is articulated in a language that is comprehendible by the parent through the different focus areas detailing SIP goals and progress; Stakeholders are provided contact information in the event that more information is needed to support understanding of the SIP. CHS participates in the We Are CommUNITY day, after-school learning program, a college and career fair, pre-school free haircuts day for students, FASFA night, orientation for students and parents, summer learning, Saturday Learning, free school supplies for students, and boot camp opportunities in math and reading.

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.

The information will be provided on the school's webpage. Parents and students will be invited to attend SAC meetings that will address the SIP and what it entails. Teachers and students will be provided information about the SIP. Additional methods of communication include our school marquee, email, school messenger, and the school's Facebook page will also be used to disseminate school information.

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))

At the beginning of the year parents students and the community are invited to orientation where they meet the administration team and teachers. They are provided with the vision of the school and information that will help students be successful. We will plan a Fall and Spring Career Fair. Parents, students and stakeholders will be invited to attend SAC meetings. Our school builds positive relationships with families by providing senior night in all sports, theater productions for the community to enjoy, holiday musicals for the family to enjoy, college night, and other things.

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)

Pre-AP curriculum is being implemented this year that will help students as it offers a focused framework, instructional support and model classroom lessons. The focus is on helping students build college and career skills. AVID classes are offered where students learn of different colleges and careers. They have opportunities to take college tours.

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))

The plan is developed by the principal, assistant principal, data analyst, guidance counselors and SAC.

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))

We have two LMH counselors readily available to students. Take Stock in Children is a program for students where mentors come to the school to meet with students who qualify. We have a few counseling agencies that come to the school and meet with students as needed at appropriate times.

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))

We offer dual enrollment opportunities for students (Chipola College and FPTC). We have a College and Career Advisor who assist students with planning schedules, recommending courses and determining appropriate education career solutions based on student goals, and recommending opportunities for career and college growth. The advisor provides career and college entrance information and assistance to students, parents, and teachers.

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).

We have an MTSS process where a behavior tracking form is used. Interventions are implemented to address behaviors. Parents, students, data analyst, guidance, administration, and teachers are involved in the process. The multi-tiered model is used to provide academic and behavioral supports for all students based on their individual needs. This framework puts processes in place to identify, support, and monitor the progress of students using the best data and evidence available.

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))

Professional learning opportunities are provided via PAEC. Many of these are free online trainings. Teachers are also provided opportunities to learn via book studies, early release day trainings, pre-planning training, etc. The academic analyst assists in ensuring that professional learning opportunities are constantly available to teachers.

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))

N/A