Cedar Key High School

2019-20 School Improvement Plan

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Cedar Key High School

951 WHIDDON AVE, Cedar Key, FL 32625

http://www.levy.k12.fl.us/schools/cks/

Demographics

Principal: Kathryn Lawrence

Start Date for this Principal: 6/13/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Students With Disabilities White Students
School Grade	2018-19: A
School Grades History	2017-18: B 2016-17: B 2015-16: B 2014-15: B 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Levy County School Board.

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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Cedar Key School, in conjunction with the community, will provide an education for our students that will encourage them to become academically proficient, life-long learners, skilled communicators and problem-solvers, and productive citizens of their community.

Provide the school's vision statement

Cedar Key School's vision is for all students to graduate career and college ready, possessing the skills for future success.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Lawrence, Kathy	Principal	The School Leadership Team meets monthly to drive the educational plan of the school. Our school improvement goals are academic but encompass meeting the needs of the whole child; therefore, classroom teachers are on the team (elementary--Cato, middle school--Voyles, and high school--Powers) as well as the guidance counselor, the behavioral dean, and the school instructional coach. This team represents all grade levels and additional aspects of school life. The members study data, help assess progress towards goals, make course corrections, help implement change, and serve as liaisons between the faculty and the administration for open communication regarding school initiatives.
Campbell, Linda	Instructional Coach	Linda, as the school's reading coach, is responsible for supporting ELA goals. She provides professional development, coaches and models in classes, and helps organize reading interventions across the grade levels.
Hudson-Lane, Jennie	Guidance Counselor	Jennie-Lynn supports the school with behavioral counseling and works with the SIP Lead Team to support the attendance goal.
Adams, Lauren	Teacher, K-12	Lauren is a middle and high school ELA teacher and the school's testing coordinator. She helps lead the effort to make our ELA goals.
Cato, Lenita	Teacher, K-12	Lenita is the second grade teacher on staff and leads the elementary teachers in working toward our ELA and math goals.
Voyles, Karen	Teacher, K-12	Karen is the lead teacher for the middle school. She leads the teachers in middle school in working toward our ELA and math goals.
	Dean	Mr. Jeffrey Webb is the Dean of Students and will be supporting the academic goals as well as the attendance goals of this SIP.
Powers, Raymond	Teacher, K-12	Raymond is the lead teacher for high school and works with the high school team to support achievement of our ELA and math goals. He also serves as the interim dean of students and is helping to achieve our attendance goal.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	12	15	16	12	16	15	22	19	26	24	14	17	14	222
Attendance below 90 percent	3	1	3	4	1	3	2	5	7	4	4	9	6	52
One or more suspensions	0	1	0	0	0	0	4	4	4	1	2	4	2	22
Course failure in ELA or Math	0	0	0	2	0	0	1	2	0	7	4	4	0	20
Level 1 on statewide assessment	0	0	0	3	4	7	5	10	9	8	3	3	0	52

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	1	0	0	0	1	4	11	7	10	3	6	0	43

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	1	0	0	0	2	0	0	0	1	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
21

Date this data was collected or last updated
Saturday 8/3/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	1	0	5	2	4	2	3	3	1	7	5	10	44
One or more suspensions	0	0	0	1	1	0	4	3	1	1	3	1	2	17
Course failure in ELA or Math	0	2	0	3	0	0	0	0	0	1	2	1	0	9
Level 1 on statewide assessment	0	0	0	5	5	6	12	5	7	8	2	0	0	50

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	1	0	2	0	2	2	1	1	0	2	1	2	14

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	1	0	5	2	4	2	3	3	1	7	5	10	44
One or more suspensions	0	0	0	1	1	0	4	3	1	1	3	1	2	17
Course failure in ELA or Math	0	2	0	3	0	0	0	0	0	1	2	1	0	9
Level 1 on statewide assessment	0	0	0	5	5	6	12	5	7	8	2	0	0	50

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	1	0	2	0	2	2	1	1	0	2	1	2	14

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	46%	61%	49%	44%	60%
ELA Learning Gains	43%	48%	59%	61%	52%	57%
ELA Lowest 25th Percentile	47%	46%	54%	61%	48%	52%
Math Achievement	57%	51%	62%	56%	49%	61%
Math Learning Gains	55%	51%	59%	56%	53%	58%
Math Lowest 25th Percentile	50%	42%	52%	48%	40%	52%
Science Achievement	64%	54%	56%	62%	51%	57%
Social Studies Achievement	88%	78%	78%	93%	76%	77%

EWS Indicators as Input Earlier in the Survey														
Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	12 (0)	15 (0)	16 (0)	12 (0)	16 (0)	15 (0)	22 (0)	19 (0)	26 (0)	24 (0)	14 (0)	17 (0)	14 (0)	222 (0)
Attendance below 90 percent	3 (1)	1 (1)	3 (0)	4 (5)	1 (2)	3 (4)	2 (2)	5 (3)	7 (3)	4 (1)	4 (7)	9 (5)	6 (10)	52 (44)
One or more suspensions	0 (0)	1 (0)	0 (0)	0 (1)	0 (1)	0 (0)	4 (4)	4 (3)	4 (1)	1 (1)	2 (3)	4 (1)	2 (2)	22 (17)
Course failure in ELA or Math	0 (0)	0 (2)	0 (0)	2 (3)	0 (0)	0 (0)	1 (0)	2 (0)	0 (0)	7 (1)	4 (2)	4 (1)	0 (0)	20 (9)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (5)	4 (5)	7 (6)	5 (12)	10 (5)	9 (7)	8 (8)	3 (2)	3 (0)	0 (0)	52 (50)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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**
03	2019	79%	52%	27%	58%	21%
	2018	50%	48%	2%	57%	-7%
Same Grade Comparison		29%				
Cohort Comparison						
04	2019	38%	48%	-10%	58%	-20%
	2018	25%	41%	-16%	56%	-31%
Same Grade Comparison		13%				
Cohort Comparison		-12%				
05	2019	13%	44%	-31%	56%	-43%
	2018	44%	44%	0%	55%	-11%
Same Grade Comparison		-31%				
Cohort Comparison		-12%				
06	2019	58%	41%	17%	54%	4%
	2018	24%	35%	-11%	52%	-28%
Same Grade Comparison		34%				
Cohort Comparison		14%				
07	2019	22%	37%	-15%	52%	-30%
	2018	57%	41%	16%	51%	6%
Same Grade Comparison		-35%				
Cohort Comparison		-2%				
08	2019	9%	36%	-27%	56%	-47%
	2018	59%	48%	11%	58%	1%
Same Grade Comparison		-50%				
Cohort Comparison		-48%				
09	2019	53%	50%	3%	55%	-2%
	2018	60%	40%	20%	53%	7%
Same Grade Comparison		-7%				
Cohort Comparison		-6%				
10	2019	75%	50%	25%	53%	22%
	2018	68%	38%	30%	53%	15%
Same Grade Comparison		7%				
Cohort Comparison		15%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	50%	55%	-5%	62%	-12%
	2018	61%	55%	6%	62%	-1%
Same Grade Comparison		-11%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison						
04	2019	63%	59%	4%	64%	-1%
	2018	53%	59%	-6%	62%	-9%
Same Grade Comparison		10%				
Cohort Comparison		2%				
05	2019	27%	53%	-26%	60%	-33%
	2018	52%	53%	-1%	61%	-9%
Same Grade Comparison		-25%				
Cohort Comparison		-26%				
06	2019	68%	45%	23%	55%	13%
	2018	23%	41%	-18%	52%	-29%
Same Grade Comparison		45%				
Cohort Comparison		16%				
07	2019	39%	55%	-16%	54%	-15%
	2018	79%	56%	23%	54%	25%
Same Grade Comparison		-40%				
Cohort Comparison		16%				
08	2019	0%	29%	-29%	46%	-46%
	2018	67%	38%	29%	45%	22%
Same Grade Comparison		-67%				
Cohort Comparison		-79%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	21%	49%	-28%	53%	-32%
	2018	64%	48%	16%	55%	9%
Same Grade Comparison		-43%				
Cohort Comparison						
08	2019	72%	43%	29%	48%	24%
	2018	52%	44%	8%	50%	2%
Same Grade Comparison		20%				
Cohort Comparison		8%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	92%	66%	26%	67%	25%
2018	74%	58%	16%	65%	9%
Compare		18%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2019	85%	72%	13%	71%	14%
2018	93%	73%	20%	71%	22%
Compare		-8%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2019	94%	68%	26%	70%	24%
2018	93%	66%	27%	68%	25%
Compare		1%			

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2019	55%	57%	-2%	61%	-6%
2018	57%	44%	13%	62%	-5%
Compare		-2%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2019	79%	53%	26%	57%	22%
2018	63%	48%	15%	56%	7%
Compare		16%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	27	55	50	27	50	50					
WHT	49	43	45	57	56	50	64	87	68	100	50
FRL	44	44	46	46	52	55	51	92	63		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	24	50	50	25	47		30				
HSP	73			55	60						
WHT	50	59	57	58	59	48	62	91	63		
FRL	41	56	59	49	50	50	53	92	50		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	673
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students 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
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	61
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	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

2019 8th Grade ELA and Math, due to most of the grade-level students being placed into Algebra I and Honors 9th grade ELA.

7th graders scored low as well. 7 of them have been retained. 7 of them have a 504 or IEP. A large number of this group cannot read or struggle to read/comprehend what they are reading. Their ELA and math teachers were out due to illnesses for a large portion of the school year as well.

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

8th grade ELA dropped 56% to 9% passing. We enrolled grade-level 8th graders in 9th grade English 1 honors. This left only the lower level 8th graders in 8th grade ELA. 8th grade Math dropped 67% to 0% passing. Only lower level 8th graders take 8th grade math because others were promoted to Alg 1. Our ELA learning gains dropped as well, particularly in 4th and 5th grades. We had a new teacher in those grades.

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 Achievement (-13 %). Again, 4th grade, 5th grade, and 7th grade scored low in ELA. Students scored low across the board on two of the ELA Strands (Integration of Knowledge and Ideas as well as Key Ideas and Details)
In addition current 7th and 8th graders scored low on all strands including the strand that was high for all other cohorts (Language and Editing task).

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

Science Achievement (+8%). Our 8th and 10th graders were able to excel on the science exams. Our 5th graders underperformed. We might have seen even greater increases had the 5th graders done better. Our middle school 6th and 7th grader teacher is doing a good job preparing the 8th graders for their science course.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Course Failures in ELA and Math
Attendance below 90%

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

1. Decrease number of students chronically absent from 12% to 6%.
2. Increase ELA learning gains from 43% to 60%.
3. Increase Math learning gains from 55% to 60%.
4. 8th and 9th grades need support in all areas due to 2019 inconsistencies.
5. Growth for this year's 5th, 6th and 8th grade cohorts, specifically in ELA, Math and Science

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA- Growth in Reading across all grade levels
Rationale	The data clearly shows a need for growth within the ELA subgroups. For example, from 2018 to 2019 ELA subgroups dropped across the board (Achievement, Learning Gains, Lowest 25th Percentile).
State the measureable outcome the school plans to achieve	Increase ELA learning gains from 43% to 60% as measured by the FSA.
Person responsible for monitoring outcome	Linda Campbell (linda.campbell@levyk12.org)
Evidence-based Strategy	Higher level questioning Study skills/test-taking strategies Graphic organizers WICOR strategies
Rationale for Evidence-based Strategy	AVID research shows that using AVID strategies leads to improvement in specific subject areas, as well as mindset growth.
Action Step	
Description	1.Identify low performers early and focus on enhancing performance schoolwide in ELA 2.Monitor growth for this year's 5th, 6th and 8th grade cohorts, specifically in ELA 3.Schedule 8th graders with a smaller student/teacher ratio. 4.Offer Title I tutoring to all students in the area of ELA 5.Ensure that teachers employ WICOR strategies, graphic organizers, higher-level questioning,and study and test-taking strategies in classroom instruction.
Person Responsible	Kathy Lawrence (kathryn.lawrence@levyk12.org)

#2	
Title	Mathematics-Growth in Mathematics across all grade levels
Rationale	Our mathematics achievement is below the state level and increased only slightly from last year. If we increase mathematics growth, we will increase achievement as well.

State the measureable outcome the school plans to achieve	Increase mathematics learning gains from 55% to 60%.
Person responsible for monitoring outcome	Kathy Lawrence (kathryn.lawrence@levyk12.org)
Evidence-based Strategy	1. Ensure appropriate vocabulary instruction and require students to use the correct vocabulary: use Flocabulary and word walls. 2. Use note-taking or interactive notebooks, anchor charts, visual representations of mathematics 3. Require fluency tests for the fluency standards 4. Continue to foster a growth mindset with positive reinforcement and praising the small successes. 5. Decrease the size of or provide support to intensive classes (12:1 ratio) and create opportunities for elementary math intervention classes.
Rationale for Evidence-based Strategy	Many of these strategies were started during the 2018-2019 school year, and we experienced some increases. We would like to strengthen the strategies and continue using them. Increasing vocabulary will allow the student to understand word problems and what the problem is asking of them. Anchor charts provide a visual, a reminder as the students move on to other subjects or build on that subject. Growth mindset can help any struggling child have a better attitude toward learning something viewed as difficult. With more adults in the classroom and typically a big range of skill levels, the adults can offer support to all levels.
Action Step	
Description	1. Math Vocabulary Flocabulary - train new teachers, renew licenses, require at least one lesson weekly Word walls - as a chapter is taught, add new word and definition to wall Vocabulary Assessments Use appropriate vocabulary during instruction - try not to use "math slang", encourage students to use the correct vocabulary as well and correct as necessary 2. Strategies Note-taking or interactive notebooks - Conduct interactive notebook training. Anchor charts - Model on poster paper and hang in a visible area to reinforce the skill. Visual - Explicit modeling on the board, on the ELMO. Required fluency tests - Ensure that teachers implement them on a regular basis.

3. Continue to create a growth mindset.
Positive reinforcement - create a culture of learning and growing, trying and being okay to fail in order to succeed.
Create and praise the small successes.
4. Decrease the size of or provide support to intensive classes.
Optimal class size of 12-1 - Add aide support if possible during small group instruction.
Math interventions - Create a plan for the lowest third in elementary school to have additional support by offering math intervention during intervention time at least once a week (possibly during computer lab days).

Person Responsible Kathy Lawrence (kathryn.lawrence@levyk12.org)

#3	
Title	Attendance
Rationale	This area of focus will impact student learning and success across the educational platform; by decreasing absences, students will have more opportunities to learn.
State the measureable outcome the school plans to achieve	Decrease number of students chronically absent from 12% to 6% at the elementary school and at the secondary school.
Person responsible for monitoring outcome	Kathy Lawrence (kathryn.lawrence@levyk12.org)
Evidence-based Strategy	The same procedures of closely monitoring attendance from the 2018-2019 school improvement plan will be in place for the 2019-2020 school year; however, further incentives will be put in place to encourage students to achieve at least a 90% attendance rate.
Rationale for Evidence-based Strategy	We will use the same strategies with added incentives because we saw the chronic absenteeism cut in half during the 2018-2019 school year based on these strategies.
Action Step	
Description	1. Implement a 9 week reward for positive attendance. Form prize team to meet and decide on prizes for perfect and excellent attendance. Prize team is responsible for choosing types of prize items and soliciting donations from local (not just Cedar Key) businesses that students frequent. 2. Use the school callout systems (Messenger or Remind) to act as an alarm clock and call chronically absent students with a "wake up message." 3.Teachers monitor attendance of their own students and make calls home after 2 absences in one month. Teachers will report these phone calls by email to guidance counselor. She will record on Skyward. 4. Keep the practice of a school letter home after 5 absences. (Principal)
Person Responsible	Kathy Lawrence (kathryn.lawrence@levyk12.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

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

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

Our school invites parents, families, and community stakeholders to participate in the education of our students. We invite participation in monthly SAC/PTO meetings, online and phone surveys, educational events, and athletic events. We have a very active social media presence and livestream our events to the public. The Cedar Key community is heavily involved in our school, with local groups leading educational programs on campus or donating to projects large and small. The community takes care of our students: they provide food and clothing, scholarship funds, booster fundraising, art classes, sewing classes, an aquaculture partnership, and a six-weeks summer program. Families participate in family conference nights, a Young Author's Conference, Literacy Week, Title I Meeting and Open House, Dads Take Your Students to Work Day, information nights, student showcases, and assemblies, pep rallies, and awards programs. The school maintains open communication with all groups through an open-door policy.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our guidance counselor works with each cohort of students to support them and their families at every stage of their K-12 education. Our faculty provides mentoring to identified cohorts of struggling students, and we partner with the Levy County Prevention Coalition to provide additional mentoring on campus. Cedar Key School has two mental health counselors visit the school on a weekly basis to provide support to our students. We also utilize the BASE curriculum and Sanford Harmony curriculum to support the social-emotional needs of our students at both the elementary and secondary levels. Our Threat Assessment Team meets monthly to determine if any students are a threat to themselves, and we take appropriate, and confidential, steps to get students the help that they need in crisis situations.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

There are no daycares in the community. Flyers advertising Pre K and Kindergarten enrollment are posted at school, in the community, and in the local newspapers. Spring visits with the Kindergarten teacher and visits to the classroom are scheduled annually. Parents are provided an orientation to Kindergarten and an orientation to sixth grade prior to the school year. Because Cedar Key is a PK-12 school, our most important transitions are when a student enters pre-kindergarten or kindergarten and when the student transitions to middle school in the sixth grade; these are the times that we intentionally plan an event to support the students. At the high school level, our students visit colleges through the

AVID and CTE programs, and the local colleges come to our school to meet with seniors to facilitate the enrollment process. Many of our high school students enroll in dual enrollment courses at the local universities and travel to those campuses for classes several times per week.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The entire faculty and staff review data and help set goals in reading, writing, math, science, social studies, and acceleration in the School Improvement Plan.The MTSS Leadership team meets regularly to problem-solve why individual students are not meeting expected goals and to align resources for the support of the goals.

The Title I, Part A budget is established yearly through a data-based Comprehensive Needs Assessment.Title funds are used to purchase technology equipment, supplemental curriculum, professional development for staff, after-school tutoring programs and parental involvement activities.Title I Part C provides migrant services, administered by a migrant tutor provided by Alachua County.

Title II Part A provides professional development for teachers and principals.

Title III services are provided by the District ESOL Coordinator to support ELLs in the classroom setting.

Title IV provides services that support a well-rounded education, safe and healthy school conditions and the effective use of technology.Levy County has partnered with the Levy County Prevention Coalition to provide students with a mentoring program that focuses on youth conflict resolution skills, life skills and support with career/life goals.

Title IX provides a District Liaison for homeless students who coordinates support for housing, curriculum, and tutoring through Title X.

Carl Perkins grants provide equipment and supplies to our teachers in Career and Technical Education. Federal and state CAPE funds support industry certifications for the Agricultural and Business programs.The Business Cooperative Education Program allows students to earn credits while being employed at a local business.

Anti-Bullying programs are provided by the district ESE/Safe Schools departments.

IDEA helps fund school personnel for our students with disabilities; it also purchases supplemental curriculum, supplies, and professional development. Additional supports provided by IDEA include CARD, VR, a Regional Local Assistive Technology Specialist, MTSS/ RtI State Project, Project Connect, SEDNET and PS/RtI Technology & Learning Connections.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school's guidance counselor meets with grade-level groups of students to review graduation, scholarship, and college entrance requirements. She meets with students individually to give advice on course selections based on their needs/desires. The school ensures that students have the opportunity to participate in a career fair. AVID has been implemented at CKS to expose more students to the rigorous curriculum they will encounter in college as well as to encourage a college going culture among all of our students, families, employees, and stakeholders. Various departments bring in guest speakers or take field trips throughout the year to further immerse students in college and career readiness.

Students enrolled in the CTE Program learn rigorous skills in an academic setting that prepare them for Industry Certifications, articulated college credit, and life beyond high school.Students have the opportunity to earn Microsoft Office Specialist Certification in the Administrative Office Specialist Program and Agriculture Production Technician Certification in the Agritechnology Program. Both certifications count for articulated college credit. The Career Pathways Coordinator from the College of Central Florida visits with the CTE students twice a year, assisting students with the transition from high school to post-secondary. Students visit college campuses, have guest speakers, and have a Career and Technical Student Organization (CTSO) that extends classroom learning to the district and state level.

We offer the Florida Farm Bureau Agriculture Foundations certification, Agriculture Association Certification Our school has also partnered with the Cedar Key Aquaculture Association to offer support for an aquaculture course on campus. Students receive industry certification for passing an end-of-course exam.

Our students can enroll in a CDE program which places the students in a work setting during high school; this placement gives students work-force experience in a local industry. This year we are also exploring an apprentice program with local artisans.

Part V: Budget

1	III.A	Areas of Focus: ELA- Growth in Reading across all grade levels	$0.00
2	III.A	Areas of Focus: Mathematics-Growth in Mathematics across all grade levels	$0.00
3	III.A	Areas of Focus: Attendance	$0.00
		Total:	$0.00