Cedar Key High School

2015-16 School Improvement Plan

Cedar Key High School

951 WHIDDON AVE, Cedar Key, FL 32625

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

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Combination	Yes	71%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	10%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	A	B

Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Parents register students and indicate race, ethnicity and language spoken in the home. Teachers meet parents at Open House in August or September and become familiar with students and family members. Mentoring sessions/data chats take place when progress reports are distributed. Teachers take time to discuss individual student progress. The Guidance Counselor meets with students regularly to discuss academic progress and as needed to discuss personal issues. Teachers sponsor academic and athletic clubs which also build relationships. The small community setting offers many opportunities for teachers and students to interact outside of the school day.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school environment is characterized by teachers and staff members who genuinely care for the students. Supervision is provided in all areas of the campus before, during, and after school. Students know that an adult is always within eyesight and willing to help at all times. We have a zero tolerance policy for drugs, weapons, and bullying at Cedar Key School. Students are encouraged to report issues, and do so regularly and anonymously. CKS has clear behavior expectations at each level (elementary, middle, and high), which have both rewards and consequences built in. Discipline is handled consistently and in a timely manner. Teachers meet regularly to discuss individual students who might be struggling academically, behaviorally, or socially and create an action plan to work with those students to help them cope and or come up with a plan to correct the problem. We have a full time guidance counselor, two resource officers who share duties, and a staff full of compassionate leaders willing to notice and help children. The school also works with multiple agencies to provide additional support to students and families who are struggling.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

CKS has school wide expectations as follows: SHARK PRIDE (Show cooperation, Have self-control, Act responsibly, Respect others, Keep safe, Personally, Responsible, In, Developing, Excellence). Each classroom/grade level has its own management system encouraging students including expectations, rewards, and consequences. When a student has a disciplinary incident which elevates

to an office referral, there is a specific protocol the principal (or her designee) follows to afford students their rights while also conducting a thorough investigation. There is a clear disciplinary plan that is progressive in nature and very specific according to the type of behavior incident. Behavior plans and contracts are frequently integrated on an as needed basis for individual students. Teachers participate in the development of their own behavior plans and participated in the development of the school-wide discipline plan and expectations. This is revisited as needed.

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

Through frequent, organized meetings (Lead/Literacy - once/month and Faculty or Clusters - weekly), students and their needs are discussed on a regular basis. In addition, most of our students have someone (a teacher, administrator, guidance counselor, ESP, etc.) they feel comfortable talking to when problems arise. When a student is identified as needing additional social-emotional support, guidance and administration are both informed so that a plan of action can be put into motion. Although "mentoring" happens on an informal level, it does continue to happen particularly with students in great need. Our guidance counselor has small groups and individual counseling sessions with students in need. The district also employs a behavior specialist who often helps when we are struggling with how to help a child. When we find that our services are not adequate, we have multiple other community resources available to help such as Department of Children and Families, Guardian ad Litem, Meridian Behavioral Services, and other community organizations who will provide services.

Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school identifies at risk students in two ways. One, we meet on a regular basis (as described previously) to discuss students and any concerns we might have for them. We then follow through with some type of intervention appropriate to the student's situation. Two, the district provides Performance Matters (a data storage/analysis program) to help us track students with multiple indicators that might flag a student as "at risk." Performance Matters includes the following Early Warning Indicators: truancy events, absence events, course failures, GPA target, academics/state testing, behavior by level, behavior, and multiple warnings. We can create a list of students who have one specific indicator or use the "multiple warnings" indicator to create a list of students who have more than one indicator. The system identifies students according to the indicators listed above and recommended by the state.

Provide the following data related to the school's early warning system

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	2	1	1	1	1	2	7	14	12	12	13	16	12	94
One or more suspensions	1	0	0	0	0	0	1	2	3	1	0	1	2	11
Course failure in ELA or Math	0	0	1	1	4	1	6	1	4	6	6	4	1	35
Level 1 on statewide assessment	0	0	0	6	11	9	3	2	4	4	2	5	1	47
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	2	3	7	12	9	16	12	12	11	16	11	113

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Behavior Plans - We have a myriad of behavioral plans ranging from school-wide to classroom-wide to individual student plans. We ensure that behavior plans have positive rewards, consequences, and clear expectations. We use these plans to minimize distractions in the classroom, which allows for more productive learning time.

Attendance/Problem Solving Team - We understand that students must be present to be successful in school. Furthermore, we understand that attendance problems can have a negative impact on the academic performance of students. Therefore, we monitor attendance weekly to help students create positive attendance habits. We send letters, meet with students, and meet with parents as needed to monitor attendance. If our school-level approaches aren't effective, we hold a formal problem solving team meeting where we invite our district truancy officer and/or a resource officer to meet with the student and parent. If this does not yield more positive attendance records, we then request a court date with the judge.

Interventions - At the elementary level (K-5), every teacher has a set aside time for interventions. This time is 50 minutes for all elementary grade levels. Interventions take place four days per week. During this time, every teacher has at least two additional adults (teachers or paras) available to assist. Teachers plan intervention groups to target individual deficits and/or to target students in need of enrichment. Teachers meet with the reading coach and/or administration at least once a month to review intervention groupings, curriculum, and data. Adjustments are made when the need arises. These interventions are considered Tier II within the MTSS.

Intensive Reading - All middle/high school students who scored a level 1 or 2 on the FCAT Reading are in intensive reading with the exception of a few level 2s who are fluent and receiving reading intervention via a content area course with a teacher who is either reading endorsed or CAR-PD trained. Level 1 readers who are also disfluent have two periods of reading instruction. The curriculum for intensive reading is district and teacher created to ensure all standards are taught using research based programs and/or strategies.

Intensive Math - Most middle and high school students who have a deficiency in math or who need additional assistance are scheduled into an Intensive Math course where instruction is targeted at the individual students' areas of need. Those who are not receiving this course have a scheduling conflict. However, prior to retaking the Alg. I EOC or the Geometry EOC, we provide targeted tutoring to help spiral back and prepare students for the test.

RtI (Response to Intervention) and MTSS (Multi Tiered Support System) - We employ a system to help identify students who are struggling in grade level curriculum and have a significant performance gap separating them from their peers. This system allows for Tier I instruction in the core curriculum for all students, Tier II interventions for those who need additional support, and then Tier III interventions for those who still do not begin to close the gap with Tier II support. This is a clearly defined process involving teachers, administrators, and parents to help the student be successful on grade level material.

During grade level cluster meetings, we meet regularly to discuss students and possible interventions to implement. This group brainstorms ideas for interventions and then monitors those interventions to see if it has helped support the student. Interventions within this group include meeting with students one-on-one regularly, calling/meeting with parents, allowing "make up" time and support, providing a mentor student or adult as needed, allowing extended time to catch up when students are behind, etc.

We have also used AVID as a program to serve as an intervention for students who qualify. This creates a mentor or "family" group for students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Partnerships are built and sustained with the Cedar Key community in various ways. The community is extremely helpful in assisting CKS in securing and utilizing resources to support the school and student achievement. The local community supports the school through participation in fund raising activities, sponsoring events, and generous donations. Mini grants are offered by the Garden Club and the Levy County Schools Foundation. The State Marine Lab provides support for science classes. The Cedar Key City Council encourages academic achievement through incentives for writing. The Cedar Key Chamber of Commerce sponsors community events with proceeds given to the school. The local art cooperative provides projects and programs which encourage student participation in the arts. Community businesses support athletics at the school through the purchase of booster advertisements. The local Lions Club sponsors art contests, supports our Safety Patrols as they travel to Washington, D.C., and helps with vision screenings of young children. Our local Parent Teacher Organization supports the school by helping individual teachers, providing scholarships, and sponsoring events to benefit the school. Various organizations and individuals also volunteer during school and during school events and provide scholarship funds to support graduation seniors in their quest for higher education.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Allen, Darby	Principal
Campbell, Linda	Instructional Coach
Allen, Cheryl	Teacher, K-12
Bishop, Kim	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Principal helps set goals and meets with teachers to plan strategies to meet the goals recorded in the SIP. She reviews student data, monitors curriculum and observes teachers. The principal helps in the RtI decision making and oversees the review of progress in meeting school goals through data chats twice a month and the Differentiated Accountability Report and the Mid-Year Narrative. The Guidance Counselor provides testing schedules and monitors the FCAT and Interim Assessments. She reviews data and schedules intervention courses in reading and math, assigning students based on data. The RtI teacher coordinates the RtI problem solving team, working with teachers to identify students with gaps in learning and to decide on interventions. She monitors and documents the progress of Tier 2 and 3 students. The Reading Coach monitors data and participates in the decision making progress and the need for interventions in Reading. She provides curricular support to teachers and with the principal plans for professional development. She models best practices and assists in the analysis of data and tracking student progress. The ESE teacher provides support to the classroom teacher in providing interventions and continues Tier 3 interventions. The classroom teachers monitor student progress and present concerns to the team. Together all team members work closely to monitor student learning and to provide support to students who do not show mastery of skills.

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 MTSS/RtI Leadership team reviews data and helps set goals in Reading, Writing, Math and Science in the School Improvement Plan. The team looks closely at data to determine why a student is not meeting expected goals. It examines the CORE program to determine its effectiveness and if changes need to occur. The team helps design specific strategies to be included in the SIP for interventions to improve the performance of students who scored Levels 1 or 2 on FCAT/FSA, or do not show probability of success on FAIR, or learning gains on Interim Assessments. Researched - based interventions are assigned to students when gaps in learning, as compared to the peer group, are identified.

A Title budget has been established based on an annual data-based School Needs Assessment. Services are provided for students needing additional interventions through pull out and push in programs provided by a Title aide, RtI teacher, Reading Coach, and Reading Teachers. Migrant services are administered by a Migrant Aide and Migrant Tutor provided by Alachua County. Students receive services during and after school. Title funds are used to purchase technology equipment to support classroom instruction. Funds are also used to provide professional development for principal and teachers. Services are provided by the District and ESOL teachers to support English Language Learners in the classroom setting as needed. No ESOL students are currently enrolled. Ant-Bullying and a Cyber Stalking Program are provided by the State Attorney's Office and local police department. A School Homeless Liaison reports to the District Liaison regarding homeless students. Assistance is provided as needed. Elementary students are provided nutritional instruction by the physical education teacher and classroom teachers with the support of IFAS through the University of Florida. Middle School students receive instruction through the Middle School Wheel Class. Agricultural and business industry certification, including Ready to Work Certification are offered through the High School Business Program. The Business Cooperative Education Program allows students to earn credits while being employed at a local business. After-School Tutoring programs are offered using Title funds. Students scoring 1 or 2 on FCAT/FSA or demonstrating at-risk performance in reading or math are eligible.

The district has a Title VI grant which will provide funding for a Teacher Induction program that will assist in training any new (or fairly new) teachers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Darby Allen	Principal
B.J. Arrington	Teacher
Lenita Cato	Teacher
Linda Campbell	Teacher
Sue Colson	Business/Community
Marissa DeHaven	Parent
Mandy Offerlee	Business/Community
Kathy Mahoney	Parent
Nancy Pelham	Education Support Employee
Abby O'Steen	Student
Skylar Wirth	Student
Wendy Rains	Parent
Laura Robinson	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The evaluation of last year's school improvement plan took place throughout the year by frequent updates on our progress in meeting our goals. Last year's plan will be reviewed and evaluated at the first SAC meeting of this school year. The team will look at the goals and whether we met them or not. This will help guide our decision making as we prepare this year's School Improvement Plan.

Development of this school improvement plan

SAC members were invited and participated in goal setting and deciding on strategies to meet expected improvements. The SAC reviewed the completed plan.

Preparation of the school's annual budget and plan

At the first SAC meeting of the year, we will review the school house budget with the SAC to acquire their input and approval. The instructional expenditures plan will also be shared with the SAC in an effort to acquire their input and approval. We also seek their input on the Title I plan and share the usage of those funds.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

NO SIP FUNDS

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Allen, Darby	Principal
Campbell, Linda	Instructional Coach
Allen, Cheryl	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is to implement the Florida Standards throughout the school using the state's model of full implementation. Great emphasis is placed on the amount of high level, complex text the students read and interact with, as well as writing in all content areas for multiple purposes. The LLT provides professional development in each of these areas.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school teams meet weekly in either a faculty meeting or a "cluster" meeting. Clusters are grade level groups like k-2, 3-5, 6-8, and 9-12. We use clusters to facilitate our collaborative planning since we do not have multiple teachers teaching the same grade level/courses. We do have one elementary team that teaches the same grade level. Those teams plan together using common planning times during the school day. Teachers are always encouraged and sometimes required to observe in other teachers' classrooms. Our teachers also participate in professional development with teachers from the district who teach the same courses.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The principal works to recruit, develop, and retain highly qualified, certified-in-field teachers. The principal participates in career fairs at local colleges and with the local consortium. The principal also collaborates with other administrators in nearby schools/districts when searching to fill a certain position. When non-highly qualified or out of field teachers are hired, the principal works to ensure those teachers are following the appropriate curriculum at a pace that will ensure all material is covered prior to testing. Those teachers are also expected to complete certification requirements in a timely manner so they are not teaching out of field for more than one year.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers to the district and/or the profession are provided an experienced mentor to help guide them through the school year. Teachers serving as mentors must complete a 2 day Clinical Education class. Our district has a mentoring program/calendar that is provided to the mentor and the mentee that provides a detailed description of mentoring activities throughout the school year. It includes observations/feedback, assistance in writing individualized professional development plans, grading

discussions, goal setting, professional development opportunities, setting grading scales, etc. In addition, it provides the new teacher with a "go to" person for all the teaching expectations encountered during the year. The two teachers meet weekly throughout the year. The mentor reports to the principal as needed on the progress of the new teacher. At the conclusion of the year, the mentor works with the principal to ensure that the new teacher met the required competencies.

Kimberly Bishop (middle school math teacher) is mentoring Marissa DeHaven, our new high school math teacher. Kim has proven to be an effective math teacher through student data. She is also a member of the Literacy/Leadership team. Kim is also mentoring Rachel Wetherington, our new Ag. and middle school science teacher.

David Tomlin is mentoring Andre Jacobs, our new PE teacher. David has more than 20 years of experience in education and is very well versed in physical education and coaching.

Racheal Almeida is mentoring Terri Wisdom, our new ESE teacher. Racheal has many years of experience in the ESE field.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers train and work closely with the district instructional team and curriculum groups to map their curriculum using the standards as a guide and their "textbooks" as resources. During this process, the standards, item specifications, test content focus charts, and course descriptions are read, reread, dissected, and reviewed to ensure the maps are aligned to the standards. Curriculum mapping is an ongoing process; teachers are encouraged to make notes throughout the year so that changes can be made each summer to the maps. Principals and other administrators ensure that teachers are following their maps by reviewing lesson plans, conducting walk throughs, and meeting with teachers.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses data to differentiate instruction in multiple ways. First, teachers use individual student data to determine the pace at which they will teach. For example, if a large portion of a class is unable to master a certain skill or standard, the teacher may reteach the entire class. However, if only a small portion of the class is unable to master it, the teacher will reteach the skill during small groups and/or intervention time. Second, students are placed into intervention groups and/or intensive courses according to data. In these groups/classes, students are taught at their own level and by identifying deficits to focus on. These courses also utilize a small group format so that individual can be taught in a different manner or a different skill as needed. Third, our ESE team provides assistance to students in various settings throughout the school. For example, the ESE teacher and/or para professional pulls some students out of the regular classroom to provide instruction in a small group setting in the resource room, while she may push in to other students' classrooms to help differentiate within groups there.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,360

CKS utilizes an after school tutoring program where we target students who are not proficient on state and/or local assessments. Individual teachers tutor students after school or before school in their individual areas of deficiency. Students are invited to attend based on need; however, students are not turned down if space is available.

Strategy Rationale

Additional time learning and/or practicing skills in a small group setting has proven to help students better master the material.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Campbell, Linda, campbel@levy.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students and their data are tracked when they enter the tutoring program and then continue to be tracked through the program's duration. Local assessments are used to determine effectiveness, but state assessments are used at the end of the year as a summative assessment.

Strategy: Summer Program

Minutes added to school year: 4,000

CKS held summer reading camp for 3rd graders who needed additional assistance in reading.

Strategy Rationale

Summer provides additional minutes with instruction for students who need additional time to master the skills and standards being taught. In addition, summer programs help eliminate or lessen the impact of students going 6-8 weeks without reading instruction so that they regress less during the summer.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Allen, Darby, allend@levy.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pre and post tests are administered to determine whether the strategy was effective or not. When looking at the data, we are looking for growth. In addition, teacher anecdotal data is considered in determining the effectiveness of the strategy. As the students who participate in the summer programs progress through the school year, we will also track their school-year data to see if the impact remains.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 day cares in the community. Flyers advertising Pre K and K enrollment are posted at school and in the community. Spring visits with Kindergarten teacher and visits to classroom are scheduled annually.
Parents are provided an Orientation to Kindergarten prior to the school year. Pre-K enrollment dates are also advertised in the local newspapers.

College and Career Readiness

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 then meets with students individually to give additional advice on course selections based on the needs/desires of the individual student. The school also ensures that our 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 into college and career readiness.
Industry Certifications that students have the opportunity to earn include Microsoft Office Specialist for the Administrative Office Specialist Program and Agriculture Production Technician Certification for students enrolled in Agritechnology. Both certifications count for articulated college credit and provide weighted funding to the district.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The school incorporates business, agriculture, journalism, wheel (middle school), computer skills (elementary) and AVID elective courses to allow for integration of subjects so that students see the relationships between subjects and the relevance for their future. In the above mentioned classes, students are using reading strategies, writing strategies, and often math strategies within another context. In addition, every teacher at CKS is a literacy teacher regardless of their content. Students are taught reading and writing strategies thoughout all subject areas. In addition, students enrolled in business classes work toward certification in various areas such as Microsoft Office.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

CKS is implementing the AVID elective for the third year in a row this year (2015-16). This course will help all enrolled students be more prepared for post-secondary education. AVID will also help to develop a school wide "college going culture." In addition, we continue to offer the courses to allow high school students to receive industry certification in the business field and agricultural field. We will continue to test students' readiness level and problem solve to help students better prepare post-secondary readiness. Those who are not "college ready" as indicated by the PERT, FCAT, SAT, FSA, or EOCs, are provided additional support through courses called Math for College Readiness and English IV: College Prep. Reading skills are supported through Intensive Reading as well.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

CKS will continue to offer AP courses and higher level (3 and higher) math and science courses to ensure our students are able to participate in a rigorous curriculum. CKS has underperformed in the area of elementary and high school mathematics when compared to the district and state.

The Career Pathways Coordinator from the College of Central Florida meets twice a year with the students enrolled in the CTE Programs to promote enrollment in both A.S. degrees and certificate degree programs.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:
  •

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

In FSA data for 2014-15, Integration of Knowledge and Ideas was our weakest area in all grade levels except for one. Vocabulary usage and context clue standards are included in this strand. On iReady data from the end of year for 2014-15, vocabulary was extremely low with very few students on grade level. See attached data analysis.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Lack of vocabulary instruction/knowledge.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   77% of grades 3-10 will be proficient on the English/Language Arts Florida Standards Assessment during the 2015-16 school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 77% of grades 3-10 will be proficient on the English/Language Arts Florida Standards Assessment during the 2015-16 school year. `1a`

🔍 G071564

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	77.0

Resources Available to Support the Goal `2`

- CKS Writing Plan/Map - Kindergarten through 12th Grade plan based on Florida Writing Standards

- Core Connections Writing Training for all Elementary teachers-Teachers learn to use Core Connections organizational strategies to teach students to write in response to text (continuing training for 2015-16 school year)

- Collins Writing training for secondary teachers-Teachers will learn to provide meaningful practice of essential writing and thinking skills across the curriculum (initial training was provided 2014-15)

- AVID training and WICOR strategies for secondary teachers to improve reading and writing skills

- SpringBoard curriculum/training-Teachers are trained to use revised Springboard Program with integrated college readiness curriculum including writing

- Reading Street curriculum and training--Elementary teachers integrate writing and reading with rigorous prompts related to multiple texts

- READ180 for middle school reading classes

- Achieve 3000 for high school intensive reading classes

- iReady (grades k-5) assesment and instruction - grades 6-8 assessment only

- Elementary Interventions - reading only, 45 minutes four times per week

Targeted Barriers to Achieving the Goal `3`

- According to multiple data sources (FAIR, iReady, etc.), vocabulary is a significant weakness for the majority of our students.

Plan to Monitor Progress Toward G1. `8`

iReady data progress monitoring data will be used to assess progress toward the goal k-5. 6-10 teachers will determine progress based on classroom assessments and vocabulary knowledge..

Person Responsible
Linda Campbell

Schedule
Every 6 Weeks, from 8/24/2015 to 6/10/2016

Evidence of Completion
iReady progress monitoring data in vocabulary will be used for k-5. 6-10 will use classroom assessment grades to determine if we are making progress toward the goal.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. 77% of grades 3-10 will be proficient on the English/Language Arts Florida Standards Assessment during the 2015-16 school year. 1

🔑 G071564

G1.B4 According to multiple data sources (FAIR, iReady, etc.), vocabulary is a significant weakness for the majority of our students. 2

🔑 B186534

G1.B4.S3 Increase instruction specific to using context clues to determine the meaning of unfamiliar words in all subject areas. 4

🔑 S197933

Strategy Rationale

If students can use context clues to determine the meaning (or the approximate meaning) of words, they will better understand what they are reading and increase their overall vocabulary knowledge.

Action Step 1 5

Provide professional development for all teachers on using context clues to determine the meaning of unfamiliar words.

Person Responsible

Linda Campbell

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Training materials, agendas, and sign in sheets will be used to prove the activity took place.

Action Step 2 5

Look for purposeful vocabulary instruction in classrooms during walk throughs and observations.

Person Responsible

Darby Allen

Schedule

Monthly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Classroom walk throughs forms, observation forms, and lesson plans will be evidence to indicate whether vocabulary instruction was observed and planned for.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Professional development will be provided as described in our action steps.

Person Responsible

Darby Allen

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Evidence collected will include training materials, agendas, and sign in sheets.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Classroom walk-through forms, observation forms, and/or lesson plans will be reviewed to ensure that they are happening in a timely and consistent manner (once/month).

Person Responsible

Darby Allen

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

iReady diagnostic data will be used to determine whether vocabulary proficiency is increasing for K-8. Fair data will be used for 9-10.

Person Responsible

Linda Campbell

Schedule

Triannually, from 8/24/2015 to 6/10/2016

Evidence of Completion

iReady vocabulary proficiency data (k-8); Fair vocabulary data will be used for 9-10.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S3.A1	Provide professional development for all teachers on using context clues to determine the meaning of unfamiliar words.	Campbell, Linda	8/24/2015	Training materials, agendas, and sign in sheets will be used to prove the activity took place.	6/10/2016 quarterly
G1.B4.S3.A2	Look for purposeful vocabulary instruction in classrooms during walk throughs and observations.	Allen, Darby	8/31/2015	Classroom walk throughs forms, observation forms, and lesson plans will be evidence to indicate whether vocabulary instruction was observed and planned for.	6/10/2016 monthly
G1.MA1	iReady data progress monitoring data will be used to assess progress toward the goal k-5. 6-10 teachers will determine progress based on classroom assessments and vocabulary knowledge..	Campbell, Linda	8/24/2015	iReady progress monitoring data in vocabulary will be used for k-5. 6-10 will use classroom assessment grades to determine if we are making progress toward the goal.	6/10/2016 every-6-weeks
G1.B4.S3.MA1	iReady diagnostic data will be used to determine whether vocabulary proficiency is increasing for K-8. Fair data will be used for 9-10.	Campbell, Linda	8/24/2015	iReady vocabulary proficiency data (k-8); Fair vocabulary data will be used for 9-10.	6/10/2016 triannually
G1.B4.S3.MA1	Professional development will be provided as described in our action steps.	Allen, Darby	8/24/2015	Evidence collected will include training materials, agendas, and sign in sheets.	6/10/2016 quarterly
G1.B4.S3.MA2	Classroom walk-through forms, observation forms, and/or lesson plans will be reviewed to ensure that they are happening in a timely and consistent manner (once/month).	Allen, Darby	8/24/2015		6/10/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. 77% of grades 3-10 will be proficient on the English/Language Arts Florida Standards Assessment during the 2015-16 school year.

G1.B4 According to multiple data sources (FAIR, iReady, etc.), vocabulary is a significant weakness for the majority of our students.

G1.B4.S3 Increase instruction specific to using context clues to determine the meaning of unfamiliar words in all subject areas.

PD Opportunity 1

Provide professional development for all teachers on using context clues to determine the meaning of unfamiliar words.

Facilitator

Linda Campbell

Participants

ALL teachers

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B4.S3.A1	Provide professional development for all teachers on using context clues to determine the meaning of unfamiliar words.	$0.00
2	G1.B4.S3.A2	Look for purposeful vocabulary instruction in classrooms during walk throughs and observations.	$0.00
		Total:	$0.00