Washington County School District

Chipley High School

2015-16 School Improvement Plan

Chipley High School

1545 BRICKYARD RD, Chipley, FL 32428

http://chs.wcsdschools.com

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	52%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	25%

School Grades History

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

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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	1	Melissa Ramsey

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Chipley High School is to instill values, to develop skills, and to establish goals that will enable lifelong success

Provide the school's vision statement

CHS-A place for success.

School Environment

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

CHS offers every student a homeroom on a weekly basis. The homeroom teacher is assigned to their students for four consecutive years. Over the four year period student/teacher relationships are created. Clubs and extra curricular activities are also available for all students that foster emphasis on student's interests such as the science club, drama club and key club. Administration is intentional about building positive relationships with and addresses this with faculty on a regular basis.

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

There is a School Resource Officer on campus all day and the officer is visible between class changes.
SRO also visits classrooms and monitors cafeteria during both lunch periods. Administrators and teachers are visible between class changes as well as making classroom visits. The school principal emphasizes building positive relationships with students during faculty meetings and when sharing expectations.

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

CHS has a discipline plan in place that is posted in visible locations, sent home in student planners and placed on the school's website.
Chipley High School Disciplinary Action 2015-2016
Alcohol/Drugs/Controlled Substance/Weapons
• Use, possession, sale, and Under the Influence.
• Refer to the WCSB Code of Conduct Zero Tolerance.
Assault/Battery on School Board Employee
• Refer to the WCSB Code of Conduct Zero Tolerance.
Bus Misbehaviors
• 1st – Warning and Parent contact by driver
• 2nd --Bus Suspension - (3) Days
• 3rd – Bus suspension – Five (5) Days
• 4th – Bus Suspension – 10 (10) Days
• 5th -- Recommendation for expulsion from bus

Cheating/Forgery
• 1st – Parent contact, Zero on assignment.
• 2nd – Same as above and ISD – One (1) Day
• 3rd -- ISD – Three (3) Days
• 4th – OSS – Three (3) Days and consider alternative placement
Defacing Property and Vandalism
• Minor-- Restitution and campus clean-up 2hrs/3days
• Major-- OSS 1-3 days/Restitution/Police Charges Filed
Dress Code Violation
• 1st – Warning/ Contact Parent
• 2nd - ISD – One (1) Day
• 3rd - OSS – One (1) Day
• 4th - OSS - Two (2) Days (Willful Disobedience)
• 5th - Consider alternative placement
Dress Code Violation (FL.Statute 1006.07)
• 1st - Warning/Contact Parent
• 2nd - Contact Parent/Ineligible for extracurricular activities up to 5 days
• 3rd - Saturday School/Ineligible for extracurricular activities up to 20 days/written notice
• 4th - Saturday School/Ineligible for extracurricular activities up to 30 days/written notice
Defiance of Authority
Disrespect /Profanity /Harassing/ Taunting to Staff
• 1st - ISD – One (1) Day
• 2nd - OSS – Three (3) Days
• 3rd - OSS – Five (5) Days
• 4th - Referral for alternative placement
Disruptive Behavior
• 1st - ISD - One (1) Day
• 2nd - ISD - Two (2) Days
• 3rd - ISD – Three (3) Days
• 4th - OSS - Two (2) Days
Electronic Devices on campus
• 1st - Confiscate and returned to student at the end of the day
• 2nd - Confiscate device and parent picks up item
• 3rd - Confiscate, parent picks up, student not allowed to bring item remainder of the year
• 4th – See Defiance of Authority infractions
Fighting – Minor
Loud arguing, words back and forth, pushing, shoving,
but stops immediately when adult intervenes.
• 1st - ISD– Two (2) Days
• 2nd - OSS – Three (3) Days Charges pending with Law enforcement
• 3rd - OSS – Five (5) Days and Referral for alternative placement
Fighting – Major
Extremely loud arguing with profanity back and forth, licks exchanged
and refusal to stop when adult intervenes. Continue to fight even though
adults are attempting to get the situation under control. Trying to break
away from adults and continuing to make threats.
• 1st - OSS –Five to Ten Days Charges pending with Law Enforcement
• 2nd - OSS – Ten (10) Days; Police charges – Referral for alternative placement
Hitting/Striking another student
• 1st - OSS Three (3) Days
• 2nd - OSS Five (5) Days
• 3rd - OSS Ten (10) Days and Referral for alternative placement
Leaving Campus Without Permission

- 1st – Saturday School- One (1) day and loss of driving privileges for 2 weeks
- 2nd – Saturday School –Three (3) days and loss of driving privileges for 9 weeks
- 3rd – OSS- Three (3) days and loss of driving privileges for remainder of the year.
- 4th – Referral for alternative placement

Leaving Class Without Permission
- 1st ISD – One (1) Day
- 2nd ISD – Two (2) Days
- 3rd OSS Three (3) Days

Out of Assigned Area (Before school, lunch, between classes, or after school)
- 1st – ISD – One (1) Day
- 2nd – ISD – Two (2) Day
- 3rd – OSS – Three (3) Days
- 4th – OSS – Five (5) Days and becomes willful disobedience

Public Display of Affection
- 1st - Conference; warning
- 2nd - ISD – One (1) day
- 3rd - ISD – Two (2) days

Skipping Class
- 1st - ISD– One (1) Day
- 2nd - ISD – Two (2) Day
- 3rd - OSS – Two (2) Days / Referral for alternative placement

Smoking/ Tobacco Products
- 1st - ISD – One (1) Day
- 2nd - OSS – Three (3) Days
- 3rd - OSS –Five (5) Days
- 4th - Referral for alternative placement

Tardies
- 1st– ISD – One (1) day
- 2nd – ISD (2) day
- 3rd – OSS - Three (3) days

Technology Misuse
- 1st - Contact Parent; zero on assignment; No use of school technology for 9 weeks
- 2nd - OSS – Three (3) Days; No use of school technology for the remainder of the year
- 3rd - OSS – Five (5) Days; Referral for alternative placement

Theft
- 1st – ISD – Two (2) Day Restitution and Parent contact, Charges Filed
- 2nd –OSS- Three (3) Days, Restitution and Parent contact, Charges Filed
- 3rd - OSS – Five (5) Days Restitution and Parent contact, Charges Filed

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

CHS has one and a half guidance counselors that are available for counseling related to academic concerns as well as emotional concerns. Our guidance counselors are able to electronically schedule appointments for individual students which makes access to these counselors much easier and more efficient. Mentors through Take Stock in children are also on campus meeting with students as needed. CHS also has access to Life Management services and Florida Therapy. We also call the school psychologist and have her work with students as needed.

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

Currently CHS is able to use our FOCUS portal to access information regarding students who appear to be at risk in areas such as attendance, testing history, grades and behavior. We are updating our other data platform, Performance Matters to have an EWS feature as well which will allow us at a click of a button to build a report showing students who are meeting two or more EWS indicators. This information will then be shared with respective homeroom teachers and teachers of record for those students so that strategies can be in place to help.

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
	9	10	11	12	
Attendance below 90 percent	37	50	37	37	161
One or more suspensions	24	23	16	7	70
Course failure in ELA or Math	30	28	42	11	111
Level 1 on statewide assessment	34	21	6	6	67

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	20	18	16	3	57

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

CHS holds a homeroom period each week on Thursday. This period is set aside for homeroom teachers to be able to build relationships with the students they are assigned as freshmen. The homeroom teacher has conversations regarding graduation requirements, may conduct graduation checks on homeroom students and becomes keenly aware of student attendance and concerns.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/191145.

Description
A PIP has been uploaded for this school or district - see the link above.

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

CHS prides itself in building relationships with local community partners in order obtain resources and necessary support to help fund many clubs, activities and undertakings. Partnerships with several local banks and business help support our agriculture programs, many of our athletic teams and clubs. Students are also recognized for academic achievements by local businesses and partnerships from the community. Numerous scholarships are made available to CHS students from these business and community partnerships. Our Take Stock in Children program involves community members who give up time to come and mentor selected students. CHS also works with the Florida Panhandle Technical College and local colleges to make certain students have information on course offerings for career paths and dual enrollment/college courses.

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
Peoples, Troy	Assistant Principal
McKinney, Tiffany	Guidance Counselor
Hodge, Rachel	Guidance Counselor
Newsom, Kyle	Principal
Schimpf, Carol	Teacher, K-12
Carter, Jesse	Teacher, K-12
Webb, Alex	Teacher, K-12
Henderson, Lenora	Teacher, K-12

Duties

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

School-based leadership team members serve as facilitators during the grade level/ subject level meetings. Leadership members also provide school data results and help create plans for improving the core and also improve individual student performance.

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

During the course of the school year (including during pre-planning, once each quarter and during post planning), teachers meet in both grade level and subject level groups. During this time, teachers and the leadership team members discuss students who are at risk based on attendance, discipline, grades, and test scores which include all standardized state testing and benchmark assessments. The Director of Federal Programs provides our budget for all of the programs listed above. These funds are used to provide parent involvement opportunities, updating technology for students,

supplemental materials for classroom teachers and students. Inventory is kept of forms via property inventory, spreadsheets, and PO system.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Robin Pemberton	Parent
Jorge Bauzo	Parent
Julie Jeffries	Parent
William Chomos	Teacher
Stacey Clark	Business/Community
Theodis Lee	Parent
Ray Hodges	Parent
Mechele Kent	Parent
Heather Steele	Parent
Kyle Newsom	Principal
Troy Peoples	Principal
Connie Bass	Parent
Vince Spencer	Parent
Julie Jeffries	Parent
Mohammad Binmahfooz	Parent
Madison Kincaid	Student
Hannah Moore	Student
Monica Roberts	Education Support Employee

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 School Advisory Council came together to discuss, offer suggestions, make changes and approve the School Improvement Plan over the course of a couple of different meetings.

Development of this school improvement plan

The goals and targets set in this plan are based on suggestions from parents, students and school staff/administration. After information was entered into the plan, the school advisory council reconvened to make any further amendments. The advisory council also made a personal connection with the "Parent Involvement" section in order to create more opportunities for parents to be engaged at CHS.

Preparation of the school's annual budget and plan

The SACS committee will be give an annual budget overview.

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

Parent Involvement activities--$500
Testing fees for low/middle income students--$2348
Student incentives for attendance/behaviors--$500

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
Peoples, Troy	Assistant Principal
Schimpf, Carol	Teacher, K-12
Park, Valerie	Teacher, ESE
Coleman, Margaret	Instructional Media
Broom, Kristi	Teacher, K-12
collins, belinda	Teacher, K-12
sapp, jennifer	Teacher, K-12
Butler, Stephanie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The CHS Literacy Leadership Team will continue to work to access a consistent curriculum for ELA. They will strive to help content area reinforce the importance of teaching reading strategies and understand that connecting reading skills to the content are vital in increasing student achievement.

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

CHS teachers are involved in Monthly Planning Period Meetings where at least one administrator and Academic Analysts meet with teachers on their planning period to inform instruction, share information regarding strategies, evaluation and data. These meetings then tie directly to specific Department Meetings led by the chair where notes are take and intentional detail is given to topics from the monthly meeting or that have become an area of concern by the group.
As a result of the creation of our Orders of Instruction for all subject areas, Professional Learning Communities have begun to develop. These meet on early release days and selected calendar days to work create more collaborative opportunities to streamline curriculum, pacing and instruction. Many of these PLCs are cross district meetings and involve all district teachers in the subject not just CHS teachers. The CHS Leadership Team is involved in working together with our newly formed School

Improvement Team to help identify solutions and strategies for goals selected in our plan. This information is then rolled out to each department by the Leadership Team.

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

Chipley High School's focus is on improving student achievement. We make a concerted effort to attract highly motivated and highly qualified teachers to ensure all students have the opportunity to achieve academic success. The following are some recruitment/incentive strategies used to gain and retain teachers:
-Free professional development
-Bonus incentives for highly effective teachers
-Funding for certain certification exam fees and endorsements
Person Responsible: Kyle Newsom

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

CHS has one new math teacher, one new soc stud, and one new VE teacher. Each will be mentored by the lead teacher in there discipline.
Rationale: Certification and Years of Experience
Activities: Professional Development, Weekly Meetings on School Level, two Meetings each month on the District Level, Weekly Observations
* The District offers new teacher mentoring program(Washington County New Teacher Induction Program) to all new/beginning teachers. Academic Analyst provide trainings on each evaluation domain and Academic Specialists serve as mentors to these new staff on campus with face to face follow up.*

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

- Textbook adoption committees comprised of teachers, and instructional coaches meet and are given rubrics to evaluate all programs and then a collective decision is made based on the standards, resources provided, and overall quality of the program.
-All courses are required to have an Order of Instruction (OOI). The OOI is developed by teachers with the assistance of Academic Analysts to ensure standards based instruction and assessments. The OOI's are then used as a tool to develop curriculum maps that include all resources used to teach the standards throughout the school year.
-Ongoing progress monitoring in Reading, Math, Science, and Social Studies will be done a minimum of (3) times per school year. Discovery Education, and Performance Matters (SS) are the platforms used to generate the Progress Monitoring assessments. This data will help teachers make instructional decisions based on standards.
-ELA Springboard curriculum is implemented in grades 6-12 to create a consistent, rigorous curriculum for students in grades 6-12 district wide.

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

Teachers have access to student data via Performance Matters. Progress monitoring, state, and local test history data are available for teachers to use in developing ability groups, generate curriculum resources, and track student progress.

For example, teachers use progress monitoring data (DEA, Local Assessments), in conjunction with state and local test history to target students that are not demonstrating mastery on specific standards or performing below proficiency on state/local assessments and then adjust instruction as appropriate. In addition, support teachers are also available for instructional support to both teachers and students in various core courses.

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: Summer Program

Minutes added to school year:

Summer school is offered for students who need to earn credits or work toward passing the Algebra I EOCA.

Strategy Rationale

Students scoring below proficiency benefit from additional opportunities to earn HS credit or take the Algebra 1 EOCA, a requirement for graduation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
McKinney, Tiffany, tiffany.mckinney@wcsdschools.com

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

Credits earned, and percent passing are calculated and used to determine the effectiveness of the curriculum resources used.

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

- 8th to 9th registration is conducted early and parents are encouraged to be part of this process.
- 8th grade students from our local Middle School visit CHS during the year and are guided through a tour of the campus, and Q&A session.
-9th grade orientation is offered for all incoming freshmen and parents to help create a smooth transition from middle school to high school.
- Remind 101 is a platform used to send out text messages to "remind" students about important school activities and upcoming deadlines. Parents and Students are encouraged to participate.
- College and Career Readiness nights are scheduled throughout the year to inform students and parents about local and state college programs available (technical and undergraduate).
- Financial Aid Workshops are scheduled so that both parents and students can learn how to properly complete the FASFA and scholarship applications. Scholarship opportunities are also provided at this

workshop.
- Advancement Via Individual Determination (AVID) is now offered to 9th grade students as an elective class to prepare them for four-year colleges and universities. Students must have satisfactory citizenship,good attendance, and a GPA of 2.0 or higher. Students must be motivated to work toward college eligibility.

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

- During the course of the year, school counselors, teachers, and administration share ways for students to plan for careers. This includes sharing their own college/career experiences, directing students to resources for college/career planning, and during the early Spring an academic scheduling committee meets with seniors and parents on an individual basis in order to chart a plan for College and Career Readiness.
- CHS works closely with the local technical college, and Chipola College to keep students informed about current and new programs offered.
-CHS is implementing the AVID elective in 9th grade and is incorporating the WICOR strategies school wide. We are making efforts to promote college awareness school wide.

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

- In preparation for CCR, students are encouraged to participate in industry certification programs (PLTW, Microsoft Certification, and Agri-Tech), and take advantage of courses offered at the local Technical College, and local community college via (dual enrollment).

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

Students are afforded the opportunity to take sequential courses that lead to industrial certification, and are educated about these industry certification "tracks" upon entering high school. Additionally, students who are passing their core courses can enroll as a dual enrollment student at either the local Technical College or Chipola College.

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

According to the High School Report, the percentage of graduates who completed a college prep curriculum has increased, and the percentage of students required to take remedial math/reading courses has decreased.
Specific strategies that contribute to this trend are listed below:
- Educate students and parents about the importance of participating in rigorous instruction.
- Open communication between all grade levels including elementary and middle school levels in order to vertically plan instructional concepts and encourage rigor across all disciplines.
- Provide resources to assist students in "future planning" (i.e. electronic interest surveys, college/career finders and data bases, human resources, financial aid resources, etc.)
- Effectively share PSAT data with students and parents
- Assist students in registering and preparing for post-secondary placement exams

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:

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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.

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.

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.   In preparation for CCR, all instructional staff will increase rigor by teaching standards at the appropriate complexity level in all content area courses.

G2.   In preparation for CCR, all instructional staff will increase student engagement through the implementation of writing, inquiry, collaboration, organization, and reading to learn (WICOR) strategies.

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. In preparation for CCR, all instructional staff will increase rigor by teaching standards at the appropriate complexity level in all content area courses. 1a

🔍 G075048

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
Bio I EOC Pass	80.0
U.S. History EOC Pass	80.0

Resources Available to Support the Goal 2

- Academic Analyst
- CPALMS
- Order of Instruction/Curriculum Map
-

Targeted Barriers to Achieving the Goal 3

- Teachers may need additional training on Costa's Higher Level Questioning strategies.
-
-

Plan to Monitor Progress Toward G1. 8

Classroom assessments, progress monitoring results, state/local test results

Person Responsible
Kyle Newsom

Schedule
Monthly, from 8/12/2015 to 5/27/2016

Evidence of Completion
Classroom assessments, observations, student work samples

G2. In preparation for CCR, all instructional staff will increase student engagement through the implementation of writing, inquiry, collaboration, organization, and reading to learn (WICOR) strategies. `1a`

`G075049`

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
Bio I EOC Pass	80.0

Resources Available to Support the Goal `2`

- Common Planning
- Academic Analysit
- Orders of Instruction/Curriculum Maps

Targeted Barriers to Achieving the Goal `3`

- Professional Development on WICOR strategies.
- Department and Grade Level Collaboration.

Plan to Monitor Progress Toward G2. `8`

Classroom assessment results, progress monitoring data, state/local test results

Person Responsible
Kyle Newsom

Schedule
Semiannually, from 8/12/2015 to 5/27/2016

Evidence of Completion
Student work samples,progress monitoring results, classroom assessments (formative and summative)

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. In preparation for CCR, all instructional staff will increase rigor by teaching standards at the appropriate complexity level in all content area courses. 1

🔍 G075048

G1.B1 Teachers may need additional training on Costa's Higher Level Questioning strategies. 2

🔍 B195948

G1.B1.S1 Provide Professional Development on Costa's DOL and Higher Level Questioning strategies. 4

🔍 S207656

Strategy Rationale

Data Driven Decision.

Action Step 1 5

Professional Development on Costa's levels of questioning and Higher Level Questioning Strategies

Person Responsible

Kyle Newsom

Schedule

Every 2 Months, from 8/12/2015 to 5/31/2016

Evidence of Completion

Student Work Samples, Classroom Assessments, Progress Monitoring Data

Action Step 2 `5`

Teachers will Participate in PLC's (Department Meetings).

Person Responsible

Kyle Newsom

Schedule

Every 6 Weeks, from 8/12/2015 to 5/31/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Classroom observations, and assessments

Person Responsible

Kyle Newsom

Schedule

On 5/27/2016

Evidence of Completion

Observation notes, classroom assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

The Academic Analyst will provide ongoing support and resources to help teachers implement questioning strategies and practice writing assessment items at the appropriate complexity level.

Person Responsible

Kyle Newsom

Schedule

Monthly, from 8/12/2015 to 5/27/2016

Evidence of Completion

Classroom assessments, observations, participation in ongoing PD, PLC's.

G2. In preparation for CCR, all instructional staff will increase student engagement through the implementation of writing, inquiry, collaboration, organization, and reading to learn (WICOR) strategies. [1]

🔑 G075049

G2.B1 Professional Development on WICOR strategies. [2]

🔑 B195953

G2.B1.S1 Implement Professional Development on Early Release/PD days throughout the year. [4]

🔑 S207657

Strategy Rationale

To improve teacher understanding of Webb's DOK, and research based questioning strategies.

Action Step 1 [5]

PD on WICOR strategies.

Person Responsible

Kyle Newsom

Schedule

Every 6 Weeks, from 8/12/2015 to 5/27/2016

Evidence of Completion

Sign In Sheet, Agenda

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Classroom observation and student work samples.

Person Responsible

Kyle Newsom

Schedule

Monthly, from 8/12/2015 to 5/27/2016

Evidence of Completion

Student work samples, classroom assignments, formative/summative assessments.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers will work with the Academic Analyst to implement research based instructional strategies introduced through PD.

Person Responsible

Kyle Newsom

Schedule

Weekly, from 8/12/2015 to 5/27/2016

Evidence of Completion

Student work samples, formative and summative assessments, classroom observation.

G2.B2 Department and Grade Level Collaboration. 2

🔍 B195954

G2.B2.S1 Develop a calendar with predetermined days for collaboration within and across departments and grade levels. 4

🔍 S207658

Strategy Rationale

Teachers can share success stories, best practices, and resources created to help achieve school-wide goals to increase rigor and student engagement.

Action Step 1 5

Ongoing PLC's and Collaboration

Person Responsible

Kyle Newsom

Schedule

Monthly, from 8/12/2015 to 5/27/2016

Evidence of Completion

Agenda, student work samples, progress monitoring and assessment results.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Sign In Sheets and Agenda's/minutes turned in to administration.

Person Responsible

Kyle Newsom

Schedule

Monthly, from 8/12/2015 to 5/27/2016

Evidence of Completion

Sign In Sheets, Minutes, Agenda

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Student Achievement

Person Responsible

Kyle Newsom

Schedule

Monthly, from 8/12/2015 to 5/27/2016

Evidence of Completion

Progress monitoring data, classroom assessment results, state/local assessment results.

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.B1.S1.A1	Professional Development on Costa's levels of questioning and Higher Level Questioning Strategies	Newsom, Kyle	8/12/2015	Student Work Samples, Classroom Assessments, Progress Monitoring Data	5/31/2016 every-2-months
G2.B1.S1.A1	PD on WICOR strategies.	Newsom, Kyle	8/12/2015	Sign In Sheet, Agenda	5/27/2016 every-6-weeks
G2.B2.S1.A1	Ongoing PLC's and Collaboration	Newsom, Kyle	8/12/2015	Agenda, student work samples, progress monitoring and assessment results.	5/27/2016 monthly
G1.B1.S1.A2	Teachers will Participate in PLC's (Department Meetings).	Newsom, Kyle	8/12/2015		5/31/2016 every-6-weeks
G1.MA1	Classroom assessments, progress monitoring results, state/local test results	Newsom, Kyle	8/12/2015	Classroom assessments, observations, student work samples	5/27/2016 monthly
G1.B1.S1.MA1	The Academic Analyst will provide ongoing support and resources to help teachers implement questioning	Newsom, Kyle	8/12/2015	Classroom assessments, observations, participation in ongoing PD, PLC's.	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	strategies and practice writing assessment items at the appropriate complexity level.				
G1.B1.S1.MA1	Classroom observations, and assessments	Newsom, Kyle	8/12/2015	Observation notes, classroom assessments	5/27/2016 one-time
G2.MA1	Classroom assessment results, progress monitoring data, state/local test results	Newsom, Kyle	8/12/2015	Student work samples,progress monitoring results, classroom assessments (formative and summative)	5/27/2016 semiannually
G2.B1.S1.MA1	Teachers will work with the Academic Analyst to implement research based instructional strategies introduced through PD.	Newsom, Kyle	8/12/2015	Student work samples, formative and summative assessments, classroom observation.	5/27/2016 weekly
G2.B1.S1.MA1	Classroom observation and student work samples.	Newsom, Kyle	8/12/2015	Student work samples, classroom assignments, formative/summative assessments.	5/27/2016 monthly
G2.B2.S1.MA1	Student Achievement	Newsom, Kyle	8/12/2015	Progress monitoring data, classroom assessment results, state/local assessment results.	5/27/2016 monthly
G2.B2.S1.MA1	Sign In Sheets and Agenda's/minutes turned in to administration.	Newsom, Kyle	8/12/2015	Sign In Sheets, Minutes, Agenda	5/27/2016 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. In preparation for CCR, all instructional staff will increase rigor by teaching standards at the appropriate complexity level in all content area courses.

G1.B1 Teachers may need additional training on Costa's Higher Level Questioning strategies.

G1.B1.S1 Provide Professional Development on Costa's DOL and Higher Level Questioning strategies.

PD Opportunity 1

Professional Development on Costa's levels of questioning and Higher Level Questioning Strategies

Facilitator

Academic Analyst

Participants

Instructional Staff (all content areas)

Schedule

Every 2 Months, from 8/12/2015 to 5/31/2016

PD Opportunity 2

Teachers will Participate in PLC's (Department Meetings).

Facilitator

Academic Analyst

Participants

All content area teachers (by department)

Schedule

Every 6 Weeks, from 8/12/2015 to 5/31/2016

G2. In preparation for CCR, all instructional staff will increase student engagement through the implementation of writing, inquiry, collaboration, organization, and reading to learn (WICOR) strategies.

G2.B1 Professional Development on WICOR strategies.

G2.B1.S1 Implement Professional Development on Early Release/PD days throughout the year.

PD Opportunity 1

PD on WICOR strategies.

Facilitator

Academic Analyst

Participants

All content area teachers will participate.

Schedule

Every 6 Weeks, from 8/12/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Professional Development on Costa's levels of questioning and Higher Level Questioning Strategies	$0.00
2	G1.B1.S1.A2	Teachers will Participate in PLC's (Department Meetings).	$0.00
3	G2.B1.S1.A1	PD on WICOR strategies.	$0.00
4	G2.B2.S1.A1	Ongoing PLC's and Collaboration	$0.00
		Total:	$0.00