

# Chiefland Middle High School



# 2016-17 Schoolwide Improvement Plan

## Chiefland Middle High School

808 N MAIN ST, Chiefland, FL 32626

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

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	A	A

*\*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 a monitoring status of "Former F" (see page 4). 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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>24</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>25</b>
Professional Development Opportunities	25
Technical Assistance Items	26
<b>Appendix 3: Budget to Support Goals</b>	<b>26</b>

## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Chiefland Middle High School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

We, the faculty of Chiefland Middle High School, believe our purpose is to challenge and prepare students to become productive, responsible citizens. We will encourage students within a caring and challenging community to set achievable goals and strive to reach these goals through personal excellence.

##### b. Provide the school's vision statement.

CMHS students will achieve personal success in their learning and become responsible and productive citizens.

#### 2. School Environment

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

Students complete student interest surveys that provide information about students' interests, desires, and skill level. Clubs and programs provide a wide variety of opportunity for students to develop skills and interests identified. Our teachers sponsor clubs and act as class sponsors of various activities that build culture and relationships. Community agencies visit classrooms to ignite interest in business and/or civic organizations. Pep rallies are regularly scheduled to unite classes and students for a unified cause. Our school collaborates to build pride in our school and community. Administration and Guidance Counselors are available during lunch time for students to discuss concerns or have questions answered. This encourages students to reach out to counselors and administrators as well. A mentoring program has been established at CMHS. The mentors meet with students on early release days to review credits, grades, attendance, and behavior. Mentors and students discuss progress, goals, and answer questions students may have. This program will build strong relationships between teachers and students.

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

Administrators, faculty, and staff foster an environment of mutual respect throughout the school which includes after school programs and extra-curricular activities. Faculty and support staff are available to assist students throughout the school day. Supervision is provided before, during and after school. Staff all have assigned locations on campus before and after school to ensure student safety. Administration and support staff are present at all student drop-off/pick-up areas before and after school. Teachers stand at their door in between classes and actively greet students before each class making them feel welcomed and important. We cultivate an environment of trust and respect so that students feel comfortable reporting concerns or inappropriate behaviors. As part of the process in creating this supportive environment, faculty attended professional development to emphasize building relationship and setting clear mission statements that are both personal and professional. This professional development included personal and professional motivational strategies that would engage students in learning. Support staff, administration, and counselors monitor lunch and bus areas and mingle with students making themselves available. Administrators and school resource officer ensure that all gates allowing access to students areas are closed and locked from first bell to last bell. Safety of students is a priority before, during, and after school.

**c. 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.**

Teachers clearly display behavioral expectations and explicitly teach appropriate behaviors. Students and parents are provided a Student Code of Conduct book at the beginning of the year. Teachers review the material with students. The offenses of students that are considered breaches of conduct receive pre-determined consequences in a "progressive manner" to change undesirable behavior. Teachers contact parents as concerns arise. Teachers use Skyward to electronically report infractions to administration. Offending students are visited by administration at an appropriate time, to limit distractions and time out of class. All grades use a positive behavior system to reinforce positive behaviors. Students receive "Caught ya with the Spear-it" notifications and receive recognition from administration for good choices. Students placed in school suspension are offered the opportunity to complete class assignments while there. They also use BAMA as a "time out" session in another supervised environment for students to change their behavior but is not recorded on official student discipline records. Corporal punishment is an option for students whose parents choose that over in school suspension to limit time out of class. Students may choose a work detail project in lieu of in school suspension.

**d. 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.**

Mentors have been identified for every student at CMHS. Mentors and students meet to discuss progress and goals. In addition, mentors check in with students throughout the year to see how things are going for the student. Instructional staff has monthly data chat meetings. During these meetings specific students are discussed in relation to their progress monitoring data and any physical/emotional needs teachers notice they may have. Guidance Counselors and Graduation Coach are available for students to discuss any concerns or needs students have. Assistant Principal reviews attendance data and meets with students and/or parents to address concerns with attendance. Educational and problem solving teams meet as needed to discuss truancy, emotional and educational issues. Students are referred for Vocational Rehab services during their junior year for post-secondary transition services if needed. Additional resources are solicited as needed which may include but are not limited to: social workers, speech teachers, Meridian, LARC, and vocational rehab.

### **3. Early Warning Systems**

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

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

Guidance Counselors, Administration and the Graduation Coach review data in Skyward to identify students who exhibit early warning indicators. Teachers notify guidance, graduation coach and administration of students with attendance concerns. Guidance, graduation coach and administration work to notify parents of attendance issues and review other data, ie, grades and behavior as concerns arise. Guidance Counselor, administration, and graduation coach pull failing course lists periodically and schedule conferences or academic advising as needed. In addition, students scoring a Level 1 on state assessment are identified and provided additional resources to improve academic achievement. Administration reviews suspension data monthly. The following indicators will be tracked by teachers, administrators, guidance, reading coach, and graduation coach:

\*Attendance below 90%

\*One or more suspension, whether in school or out of school



\*Course failure in English Language Arts or Mathematics

\*A Level 1 score on the statewide, standardized assessments in English Language Arts or math

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

**1. 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	0	0	0	0	0	0	20	27	32	47	51	41	49	267	
One or more suspensions	0	0	0	0	0	0	32	36	31	35	24	12	19	189	
Course failure in ELA or Math	0	0	0	0	0	0	24	23	19	35	33	22	17	173	
Level 1 on statewide assessment	0	0	0	0	0	0	53	65	42	61	60	48	6	335	

**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	0	0	0	0	0	0	25	28	17	22	45	28	18	183	

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

Establishing strong partnerships and involving parents is the first step in addressing early warning signs. Students who have been identified with two or more indicators will be monitored closely through the MTSS process. MTSS teams and individual teachers contact parents regarding attendance and academic work to build working relationships with parents.

PST (problem solving team) meets to discuss issues and plan interventions.

Guidance counselors meet with students to discuss academic and behavioral concerns.

Graduation Coach meets with students identified to review progress and goals toward graduation and post-secondary.

Intervention classes are in place for reading for students who are disfluent or scored a Level 1 on the state reading assessment.

Students earning Level 2 on the state reading assessment are placed in content areas with teachers who are reading endorsed or NG-CAR trained.

Tutors are used to help in intensive math and reading classes in a "push in" model where groups of students are exhibiting poor test data.

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

No

**1. PIP Link**

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



## 2. Description

The school completes a Parent Involvement Plan (PIP), which is available at the link below.  
<https://app1.fldoe.org/bsa/parentInvolvementPlan/Default.aspx>

### 2. 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.

An Open House/Title 1 Meeting is held each year to discuss the school parental involvement policy and distribution to parents of participating parents. The plan is made available to the community and community involvement is encouraged at the school level. Parents are provided information about the school, pupil progression plan, and graduation requirements. In addition parent teacher conference nights have been scheduled to provide information regarding specific academic and behavioral performance. Teachers, guidance counselor, graduation coach, and administrators work together to coordinate conferences and provide information about the needs of individual students based on performance, GPA, and attendance. Career and Technical Programs partner with local agencies and businesses to provide informational sessions for students and build interest in filling jobs in the local community. For example, Emergency Medical personnel visit Health Academy classes to share local needs in the health profession. The local college and school programs provide courses and industry certifications in which students can dual enroll and receive certifications for employment upon graduation. Furthermore, parents learn how to schedule/request conferences, and about other opportunities for participation in decisions related to the education of their child. Parents are given copies of schedules and links to the school website. They are also informed about how to retrieve their user id's and passwords to log into their student's personal academic record through Skyward. In addition, flexible parent meetings are held at various times to better accommodate the schedules of those attending. School Advisory Meetings are held on a monthly basis and are advertised in the school bulletins, website, and signs outside of both campuses daily for two weeks in advance. Parents, students, community members and staff are invited and encouraged to attend. The Career Pathways Coordinator from our Mid-Florida Career Pathways Consortium meet with all students enrolled in a CTE program.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Webber, Dennis	Principal
Rosson, Danielle	Assistant Principal
Corbin, Katie	Instructional Coach
Weingart, Lita	Instructional Coach
Gerhard, Julie	Instructional Coach
McElroy, Christie	Assistant Principal
Crawford, Michelle	Other

#### b. Duties

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

The principal is the instructional leader and provides the knowledge and experience to direct and lead the instructional team in following the school's mission as well as meeting the objectives and best practices required by the district and state. The principal is also the main communication link between the school, the district, and the community stakeholders.

The principal and assistant principals will lead the implementation of the set goals and objectives. Administrators will oversee the ongoing progress monitoring and curriculum decisions, as well as the planning of needed professional development for teachers and support staff. During classroom walk-throughs and observations, administrators will ensure the implementation of strategies and activities are being carried out as agreed upon.

The School Leadership Team will meet on a bi-weekly basis to identify issues that need to be addressed and develop a plan for implementing programs, solving problems, and obtaining resources as needed. This team will divide and conquer different departments throughout the school, keeping a pulse on the needs of teachers as well as the achievement of students and will discuss how progress relates to the identified set goal. The School Leadership Team will then meet with departments to discuss concerns and plans in detail. The School Leadership Team serves as a liaison to the departments.

***2. 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.***

Integration of federal, state, and local initiative occurs through continuous collaboration of school and district staff. Instructional leaders meet at least monthly. Data is reviewed as well as needs assessments completed to determine services and resources needed. Students benefit from the coordination of services from a multiplicity of funds including but not limited to, Title 1, part C Migrant programs, ESOL/ELL, Title VI Rural and Low Income Schools, Title X, and Title I Part A funds. IDEA provides support for our students with disabilities to receive services in the least restrictive environment. Additionally, we utilize the support of agencies such as SEDNET and FDLRS to train teachers in the most effective strategies for instructing students with needs. The district provides the support of a Behavior Specialist in order to identify and evaluate the needs of students with behaviors challenges. Administrators meet monthly to discuss utilization of resources and services from all agencies and the district in order to train, coordinate, and supplement instruction so students make educational gains.

All teachers are expected to monitor and track their students' performance weekly through the use of Skyward. If student performance on classroom grades and progress monitoring assessments show deficiencies or lack of expected growth, teachers will identify them and present names to the MTSS/Rtl Team. Once students are identified, the MTSS/Rtl team will collaborate and suggest appropriate interventions for the student. Teachers will provide interventions as deemed necessary and track progress toward goals in an effort to improve student performance. Teachers are expected to maintain records of interventions and the response of students to those interventions. Data reviewed and used to make decisions include: Florida Assessment of Reading (FAIR), Scholastic Reading Inventory (SRI), I-Ready Diagnostic for ELA and Math Grades 6-8, Reading Progress Indicator (RPI), and classroom tests/quizzes/projects. Data chats will be conducted with the MTSS/Rtl team as needed. Achieve 3000 levels set for intervention.

Integration and coordination of services provided under Title X ensures that homeless students receive services on the same basis as other children. Title X Homeless Students: Guidance identifies homeless and identifies services that can be provided through the McKinney Vento Act.

The K-12 Reading Grant helps funds reading coaches and provide professional development as indicated by K-12 Reading Plan.

Carl Perkins Secondary and Rural/Sparsely Populated projects support the enhancement of services to students in career and technical education programs. These projects support supplementary supplies, equipment, and software for CTE students. In addition, professional development for CTE teachers is provided through collaboration with this project. Industry certifications, travel costs, and other fees are supported through the coordination and integration of these funds.

Principal: Leadership function of implementing and using the MTSS model; leading the faculty in exploring professional development on Best Practices for Inclusive Education as needed.

General Education Teachers: Participating in Title 1 instruction and intervention; collaboration with other Gen Ed teachers in a professional learning community to implement effective instruction and interventions.

Assistant Principals participate in the MTSS process and help with data collection and fidelity of instruction checks to ensure effective instruction and interventions.

Reading Coach: Providing data and information concerning K-12 Reading Plan along with data analysis and support for interventions and strategies that will increase student achievement.

Graduation Coach: Data collection and grad checks with students to ensure graduation. This is a resource that will be used to increase graduation rate and increase participation in post-secondary opportunities.

Student Services Personnel: Help provide possible resources and interventions that the school may not have access to otherwise. When needed other staff may be invited to bring specific expertise to the table when interventions and strategies have not been successful. Documents are available on the server through folders and links that provide teachers, guidance and administration information and a system for tracking and monitoring student progress and concerns.

## **2. School Advisory Council (SAC)**

### **a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Matthew McLelland	Principal
Donna Brock	Education Support Employee
Sherry Hallman	Teacher
Tammy Boyle	Education Support Employee
Katie Corbin	Teacher
Angela Johnson	Parent
Stacy Swain	Business/Community
Jimmy Boyle	Student
Josine Burgman	Teacher
Maddilyn Johnson	Student
Jerry Lawrence	Teacher
Lynn Stockman	Parent
Luke Stockman	Student
Kelli Wilson	Parent
Heather Shepherd	Parent
Anna Banales	Parent
Dasia Shepherd	Student
Raven Shepherd	Student
Betsy Hunt	Parent
Angela Sprawling	Business/Community
Zya Jackson	Student
Gina Barron	Parent
Teri Edison	Teacher

## b. Duties

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

#### *a. Evaluation of last year's school improvement plan*

Members of SAC reviewed last year's school improvement plan, discussed the school's previous goals, and noted that some of the goals were not met. Suggestions were made for revisions of the school improvement plan.

#### *b. Development of this school improvement plan*

SAC will read, revise, and edit the School Improvement Plan as made possible through deadlines and meeting dates. They will help generate strategies to help meet the goals set. SAC members have been involved in determining goals and action plans to implement to sustain and improve student achievement.

#### *c. Preparation of the school's annual budget and plan*

Parents and community members are encouraged to make suggestions or requests that involve the budget.

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

N/A

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

No

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

We are openly recruiting minorities to participate in SAC meetings. Our population of Hispanic students is extremely low and difficult to find parents to participate due to the low number of students in this subgroup.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Gerhard, Julie	Teacher, K-12
Weingart, Lita	Teacher, K-12
McElroy, Christie	Assistant Principal
Webber, Dennis	Principal
Rosson, Danielle	Assistant Principal
Edison, Teri	School Counselor
Crawford, Michelle	Other
Corbin, Katie	Other

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

Major initiatives this year will include development and implementation of district curriculum/focus maps for both reading and math. Teachers need to have a clear, concise and in-depth understanding of standards in order to provide quality instruction. The LLT will look for clear and concise instruction and knowledge of standards, while teachers will implement research based strategies aligned with curriculum/focus maps that are focused on improving student achievement. Chiefland Middle High School will review and analyze data to develop plans with strategies to increase literacy achievement and organize school wide literacy events. Furthermore, reading instruction is embedded in all subject area classes. All teachers, content and elective areas, will incorporate comprehension, vocabulary and metacognitive strategies within their instructional delivery practices each day. All teachers will use a variety of text which includes district adopted textbooks, leveled texts, dense complex texts, and supplemental materials that address the Florida Standards. All teachers will use explicit, guided and differentiated instruction in comprehension, vocabulary, and metacognitive strategies as well as scientifically researched based instructional delivery methods which include but not limited to CRISS strategies, FRI strategies, NGCAR-PD, and the comprehension Instructional Sequence model. Teachers will use a variety of complex texts and will work collaboratively with with administration and reading coaches to determine students' instructional reading levels.

## D. Public and Collaborative Teaching

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

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

The district calendar includes early release days to provide teachers with an opportunity to collaborate and/or receive PD with other teacher in our school/district that teach the same content. Subject and content area teachers are periodically provided subs during the instructional day to either receive needed professional development or collaborate on curriculum mapping and creating instructional units with accompanying goals and scales. Teacher teams work together to problem solve for students using the Multi-Tiered System of Support Framework. Reading coaches are available for collaborating assistance and instructional modeling.

Teachers and administrative leaders meet periodically with the DSS team from the district. This team provides valuable insight on walk-through data and helps brainstorm strategies to solve challenges teachers face in carrying out district and school goals. It is a collaborative approach to problem solving based on a wide ray of lenses, resources, collective feedback, and worthwhile conversations.

Faculty meetings are held monthly in addition to department level meetings. At these meetings, successes are celebrated and school-wide initiatives are reiterated. By using both whole group and small group formats, teachers have a regular opportunity to meet, talk, and plan together.

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

The principal and assistant principals are responsible for recruiting and retaining highly qualified teachers. School administrators attend career fairs to meet and recruit highly qualified teacher candidates. Job openings are advertised on the school district's website and in local newspapers. School administrators carefully review applications, and resumes and conduct thorough interviews to identify top candidates for teaching positions. In order to retain teachers, school-based administrators ensure that all teachers receive the support they need through a mentoring program designed to help newly-hired teachers. The school/district also provides professional development opportunities for faculty members based on specific needs. Teachers receive support and targeted training from academic coaches.

The district assists schools in recruiting highly qualified teachers. The district encourages reading teachers to become reading endorsed and provides bonuses once they are endorsed. Professional development is available in reading endorsement courses, NGCAR-PD courses, Florida Standards, and other strategies which impact reading instruction. Title II funds will be used to provide incentives to recruit and retain highly qualified teachers. New teachers will be provided strong mentor teachers, who will assist them in planning and executing quality instruction and managing the responsibilities of a quality teacher. The Education Foundation provides a mentor program utilizing retired teachers to help guide and support new teachers. This is in addition to school level support provided by current teachers and assigned mentors.

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

Levy County School District has adopted a district wide Mentor program. The program outlines roles and responsibilities for the new educator and their assigned mentee. New teachers are paired with a mentor teacher with a minimum of three years of teaching experience. Pairings are based on teams and content expertise, along with administrator input. Mentors are provided quality training through Clinical Educator Training to instruct them on how to best guide the new teacher. Mentors and mentees meet monthly to



discuss specific topics that will help equip the instruction for daily academic success. Mentors conduct observations in an effort to provide specific feedback.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

Instructional materials for core courses are only purchased from the State Adopted Instructional Materials list. The district instructional team invites all instructional staff from each school to help preview and select the instructional materials that align to the state standards. They then work on designing curriculum maps and focus calendars that align with state standards and testing schedules to ensure all standards will be covered thoroughly before state testing. Classroom walk-throughs are used to monitor essential questions, objectives, and state standards that match the adopted curriculum and maps. All subject area teams meet monthly to review adopted materials, maps, and progress monitoring data to ensure standards are being taught and mastered.

All materials and resources are research based and aligned to Florida standards. Teachers work as a team to generate curriculum maps with resources, technology and materials embedded for instructional use. Teachers use curriculum maps for all instructional programs outlining how Florida standards for each course are aligned with instruction. Lesson plans are reviewed regularly by school administration to confirm alignment with curriculum maps and Florida Standards identified in course descriptions.

As part of the effort to ensure instructional efforts are aligned to standards to improve student performance, time is built into the schedule to allow teachers to collaborate with peer and professional development facilitators to review the progress monitoring data and standards. Adjustments are made based on research based best-practices, item specs, standards and performance on progress monitoring tests such as LIA, Write Score, and i-Ready data. Teams work collaboratively to create assessments using standards through tools such as Mastery Connect, Achieve 3000, Agile Minds, and Algebra I, Algebra II and Geometry Nation.

#### b. Instructional Strategies

**1. 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.**

School counselors and graduation coach do regular credit checks, meet with students to discuss progress and concerns and help develop plans for students to meet graduation requirements and personal goals.

In addition, progress monitoring data is used by teachers as they plan their instruction and utilize differentiation strategies to match the specific needs of their students. Monthly meetings take place across all departments and data is evaluated at that time. Teachers identify students not demonstrating proficiency and higher performing students. Teachers modify lessons based on the data to target instruction to meet the proficiency of struggling students and enhance curriculum for high achievers. Examples of modifications for struggling students would include but not be limited to: shortened assignments targeting key concepts that must be mastered for proficiency; extend time for completing assignment; assistive technology; peer assistance.

Examples for advanced level students include dual enrollment opportunities, advanced placement



courses, and honors level courses.

Teachers select a variety of materials and instructional delivery methods to match different learning styles and abilities. In addition, teachers use strategic, flexible grouping based on content, student ability, and assessment results.

**2. 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:** 1,620

Students will provided time during the summer for credit recovery for 3 to 4 weeks using an online credit recovery program.

**Strategy Rationale**

Students who fall behind and lose credit during the school year need the opportunity to make-up credit during the summer.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Webber, Dennis, dennis.webber@levyk12.org

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

Test scores and classroom data will be used to determine if students have made the needed progress. Additionally, the online program will be reviewed to see if students are able to successfully complete credits during the time provided.

**Strategy:** Extended School Day

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

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

**Strategy:** Extended School Day

**Minutes added to school year:** 600

Students identified as needing tutoring will participate in a 2-3 week bootcamp. Students will receive remediation and tutoring for upcoming EOCs and state assessments.

**Strategy Rationale**

Students will receive additional support so as to show mastery of skills on state and local assessments.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

McElroy, Christie, christie.mcelroy@levyk12.org

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

State and local data will be used to determine effectiveness of this strategy.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

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

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

CMHS has a parent night for incoming sixth and ninth graders. Students meet their teachers, get their schedules, and find out what is expected and offered at the respective school. We also host a senior night several times during the year to educate parents and students about requirements and options. There is a question and answer session. Each cohort has additional meeting opportunities throughout the year, with teachers and guidance counselors. In addition, the high school hosts a 9th grade orientation. Students from the middle school visit programs and meet teachers to decide to which programs they would like to apply. The middle school hosts a 6th grade orientation that enables 5th grade students to visit the middle school. Finally, both 6th and 9th grade have transition meetings for students with special needs in which teachers, administration, and guidance counselors are involved in order to prepare for transition needs of students.

### b. College and Career Readiness

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

Annual college and career fair is held at the high school. Local businesses and agencies as well as colleges and universities are invited to attend. Students are given the opportunity to explore career interest and learn about skill sets and education needed for particular careers. Academic advising for dual enrollment students provides information for students regarding post-secondary opportunities and career options. Students schedules are reviewed at least two times per year to ensure students are on track for graduation, industry certification, and Bright Futures. Parents and students participate in a registration night where they meet the guidance counselor and graduation coach to review course opportunities. CMHS offers elective career classes to interested students in grades 9-12 to do

career research, interest inventories and personality tests in an effort to do effective career exploration that suits individual future success.

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

1. CMHS provides the following CTE courses to its students: Digital Information Technology 8207310, Digital Design 1 - 8209510, Digital Design 2 - 8209520, Digital Design 3 - 8209520; Medical Skill and Services - 8400320, Health Science - 8417100, Health Science 2 - 8417110, Allied Health Assisting - 8417131, Nursing Assistant 3 - 8417211; Agriculture Foundations - 8106810, Agri-Technology 1 - 8106820, Agri-Technology 2 8106830, Animal Science & Services 2 8106210, Ag Biotechnology 2 - 8106850; Cooperative Diversified Education - 8300420. These courses help to provide insight and relevance for students between the subjects they take and the careers that they choose. Industry Certifications available in the above listed programs include: Adobe Flash, Dreamweaver, and InDesign for the Digital Design Program, Certified Nursing Assistant for the Health Science Programs, Animal Science, Agriculture Production, and Agriculture Biotechnology for the Agricultural Program. All of the certifications, except the C.N.A., provided college credit for related A.S. Programs through our local and state articulation agreements.
2. Students in grade 8 have the opportunity to complete the first course in the industry certification sequence for Business and Agriculture.
3. All students in Career/Technical Education (CTE) courses receive Ready to Work curriculum, and have opportunities to test in order to earn Ready to Work credentials.
4. High school students have the opportunity to participate in Cooperative Diversified Education curriculum, in which they can receive on-the-job training with an outside employer while earning high school credit.

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

CMHS promotes readiness for post-secondary levels by providing students with challenging and equitable opportunities to develop learning, thinking, and life skills through AP coursework and industry certification. All coursework is aligned to Common Core Standards.

1. Students in grades 11 and 12 have the option of taking coursework to help them exit ready for college upon graduation such as Math for College Readiness.
2. All students in grades 9 through 12 with a college ready score on the P.E.R.T. and meet GPA requirements shall have an opportunity to complete dual enrollment coursework through a branch of the College of Central Florida (Chiefland campus) or Santa Fe College (with permission). We are currently offering College and Career Success and Intro to Sociology on campus as another dual enrollment option.
3. Students who qualify will have access to the EMT and Welding programs through Dual Enrollment through CF.
4. High school students have an opportunity to participate in a number of Advanced Placement courses, which may result in college credit when and if a student passes the AP exam. Course offerings for the 2016-17 school year include: AP Literature, AP Lang, AP Human Geography, AP European History, AP World History and AP Psychology.
5. All students enrolled in a Career and Technical Education Program have the opportunity to earn Industry Certification and articulated college credit through the articulation agreements with the College of Central Florida and Santa Fe College.

**4. 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.**

CMHS will increase student access to AP courses through student and parent awareness initiatives and PSAT data. AP teachers will be trained through the Summer Institutes. All 7th graders will take the ReadStep assessment which will be used to determine their college readiness skills. Guidance counselors will conduct data chats with students to highlight areas of strength and weakness. Teachers will have access to the data and conduct a needs assessment to determine next steps in preparing students for acceleration courses and college readiness. Additionally, the PSAT will be given to grades 8-11 students as a predictor using AP Potential so students will be placed appropriately in AP classes. All juniors will take the SAT on campus through College Board. We will provide online prep course materials to help students prepare for the test. Students will link test data to Khan Academy to have personalized practice. We will include a College Night Open House through our partnership with Central Florida. The AP coordinator and graduation coach will hold parent information meetings regarding the benefits and challenges of taking AP courses. This will include but not be limited to scholarship opportunities for high school seniors based on academic rigor and SAT achievement scores.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

7th grade math reflected high proficiency as a strength. Math appears to be a relative strength in 7th grade. However, the team has identified grade levels in math in need of improvement. FSA ELA identified multiple grade levels below 50% proficiency in reading. The team has identified areas of focus for both reading and math.

### B. 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 resources and time to practice new standards. In addition, it was noted that teachers need to have a better understanding of new standards in order to implement instruction with fidelity. Teachers need time to collaborate on effective strategies to improve students' achievement in ELA.

### C. Strategic Goals

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Our goal is to increase the percentage of proficient scores in reading and math as evidenced by the state assessment.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** Our goal is to increase the percentage of proficient scores in reading and math as evidenced by the state assessment. 1a

G088315

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	48.0
FSA Mathematics Achievement	52.0

**Targeted Barriers to Achieving the Goal** 3

- Limitations to technology access
- Lack of support for teachers (PD, collaboration opportunities)

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Resources will include but not be limited to PST teams, incentives, professional development, collaboration opportunities, curriculum to support teachers, and time to develop curriculum maps with reading and math standards.

**Plan to Monitor Progress Toward G1.** 8

State assessment and progress monitoring data will be disaggregated and compared over time to see if there is an increase in the percentage of students demonstrating increased reading and math proficiency.

**Person Responsible**

Dennis Webber

**Schedule**

Quarterly, from 9/1/2016 to 5/31/2017

**Evidence of Completion**

1. Classroom grades improve 2. State assessment and progress monitoring data

## 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.** Our goal is to increase the percentage of proficient scores in reading and math as evidenced by the state assessment. **1**

 **G088315**

**G1.B3** Lack of support for teachers (PD, collaboration opportunities) **2**

 **B234843**

**G1.B3.S1** CMHS staff will be provided professional development and collaboration opportunities to increase understanding of new standards, develop curriculum or focus maps and work to develop progress monitoring assessment during every early release day. **4**

 **S247615**

### Strategy Rationale

Teachers need to understand standards and purpose for learning in order to improve student achievement in reading and math. When teachers develop curriculum or focus maps, instruction becomes more meaningful and intentional and will yield better results. They need a progress monitoring tool to collect data in order to make adjustments in instruction to meet common goals.

### Action Step 1 **5**

1. Provide meaningful professional development opportunities in ELA content and standards.
2. Determine how to best support the teachers with meeting the needs of students through faculty meetings and collaboration opportunities.
3. Schedule professional development
4. Reading coaches will provide additional push in support and materials as needed and available

### Person Responsible

Michelle Crawford

### Schedule

Monthly, from 9/1/2016 to 5/31/2017

### Evidence of Completion

Implementation of curriculum and best practice strategies as noted through walk through and observation data



**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

1. Attendance of faculty members at PD days through rosters
2. Minutes from meetings involving collaboration
3. Development of curriculum/focus maps
4. Implementation of clear instruction using curriculum/focus maps as evidenced by lesson plans and walk thrus

**Person Responsible**

Christie McElroy

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

**Evidence of Completion**

Professional Development roster Formal observations Walk through data Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Monitor development of curriculum/focus maps and implementation through lesson plans

**Person Responsible**

Dennis Webber





**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

**Evidence of Completion**

1. Lesson plans will reflect pacing as indicated by curriculum/focus maps. 2. Walk through data will indicate purpose for learning and clearly posted objectives 3. Formal Observations and Progress monitoring data will show improved student achievement 4. Formative assessments and student work will show improved student achievement

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M335783	State assessment and progress monitoring data will be disaggregated and compared over time to see...	Webber, Dennis	9/1/2016	1. Classroom grades improve 2. State assessment and progress monitoring data	5/31/2017 quarterly
G1.B3.S1.MA1  M335779	Monitor development of curriculum/ focus maps and implementation through lesson plans	Webber, Dennis	9/1/2016	1. Lesson plans will reflect pacing as indicated by curriculum/focus maps. 2. Walk through data will indicate purpose for learning and clearly posted objectives 3. Formal Observations and Progress monitoring data will show improved student achievement 4. Formative assessments and student work will show improved student achievement	5/31/2017 monthly
G1.B3.S1.MA1  M335780	1. Attendance of faculty members at PD days through rosters 2. Minutes from meetings involving...	McElroy, Christie	9/1/2016	Professional Development roster Formal observations Walk through data Lesson Plans	5/31/2017 monthly
G1.B3.S1.A1  A322544	1. Provide meaningful professional development opportunities in ELA content and standards. 2....	Crawford, Michelle	9/1/2016	Implementation of curriculum and best practice strategies as noted through walk through and observation data	5/31/2017 monthly

## V. Professional Development Opportunities

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

**G1.** Our goal is to increase the percentage of proficient scores in reading and math as evidenced by the state assessment.

**G1.B3** Lack of support for teachers (PD, collaboration opportunities)

**G1.B3.S1** CMHS staff will be provided professional development and collaboration opportunities to increase understanding of new standards, develop curriculum or focus maps and work to develop progress monitoring assessment during every early release day.

### PD Opportunity 1

1. Provide meaningful professional development opportunities in ELA content and standards. 2. Determine how to best support the teachers with meeting the needs of students through faculty meetings and collaboration opportunities. 3. Schedule professional development 4. Reading coaches will provide additional push in support and materials as needed and available

#### Facilitator

Reading Coaches/Administrators

#### Participants

Administrators & all instructional staff

#### Schedule

Monthly, from 9/1/2016 to 5/31/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B3.S1.A1	1. Provide meaningful professional development opportunities in ELA content and standards. 2. Determine how to best support the teachers with meeting the needs of students through faculty meetings and collaboration opportunities. 3. Schedule professional development 4. Reading coaches will provide additional push in support and materials as needed and available	\$0.00
Total:			\$0.00