

Washington County School District

# Chipleigh High School



2016-17 Schoolwide Improvement Plan

## Chipley High School

1545 BRICKYARD RD, Chipley, FL 32428

<http://chs.wcsdschools.com>

### 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 9-12	Yes	47%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	B	B

*\*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 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>.

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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 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 Chipley High School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Rachel Heide</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.

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

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

CHS-A place for success.

#### 2. School Environment

##### a. 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. We also implement a freshman mentor program that focuses on level 1's in either reading or math. This is to help with the transition to high school. Every faculty member has at least one freshman they meet with and mentor throughout the year.

##### b. 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.

##### 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.

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

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

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 - ISD – Three (2) Days
- 3rd - ISD – Five (3) 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 - ISD Three (2) Days
- 2nd - ISD Five (5) Days
- 3rd - OSS Ten (2) Days and Referral for alternative placement

Leaving Campus Without Permission

- 1st – ISD- One (1) day and loss of driving privileges for 2 weeks



- 2nd – ISD–TWO (2) days and loss of driving privileges for 9 weeks
- 3rd – ISD- 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 TWO (2) Days

Out of Assigned Area (Before school, lunch, between classes, or after school)

- 1st – ISD – One (1) Day
- 2nd – ISD – Two (2) Day
- 3rd – ISD – Three (3) Days
- 4th – OSS – Two (2) Days and becomes willful disobedience

Public Display of Affection

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

Skiping Class

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

Smoking/ Tobacco Products

- 1st - ISD – One (1) Day
- 2nd - ISD – Two (2) Days
- 3rd - ISD –Three Days (5) Days
- 4th - Referral for alternative placement

Tardies

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

Technology Misuse

- 1st - Contact Parent; zero on assignment; No use of school technology for 9 weeks
- 2nd - ISD – Three (3) Days; No use of school technology for the remainder of the year
- 3rd - ISD – 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

**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.**

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. We also implement a freshman mentor program that focuses on level 1's in either reading or math. This is to help with the transition to high school. Every faculty member has at least one freshman they meet with and mentor throughout the year.

### 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.**

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,, grade failure, grades and behavior. FOCUS has a report which provides data on the 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. These students are also discussed during PLC's.

**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	0	0	0	45	45	42	61	193	
One or more suspensions	0	0	0	0	0	0	0	0	0	7	7	11	6	31	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	14	12	19	46	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	53	64	52	38	207	

**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	0	0	0	23	40	35	31	129	

**c. 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.

We also implement a freshman mentor program that focuses on level 1's in either reading or math. This is to help with the transition to high school. Every faculty member has at least one freshman they meet with and mentor throughout the year.

Child Study Team Meetings are held on students who display a pattern of non attendance. During these meetings, interventions and an attendance agreement are put in place to improve attendance. If students do not respond to interventions then they are referred to truancy court.

**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?**

Yes

### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/312176>.

### 2. Description

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

## 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.

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. A variety of stakeholders serve on the SACS committee and are involved in decisions and give feedback. 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.

## 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
Peoples, Troy	Assistant Principal
McKinney, Tiffany	School Counselor
Hodge, Rachel	School Counselor
Newsom, Kyle	Principal
Schimpf, Carol	Teacher, K-12
Carter, Jesse	Teacher, K-12
Webb, Alex	Teacher, K-12
Henderson, Lenora	Teacher, K-12
Dickson, Becky	Instructional Coach

#### b. Duties

##### 1. 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.

##### 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.**

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.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Robin Pemberton	Parent
Kyle Newsom	Principal
Troy Peoples	Principal
Mohammad Binmahfooz	Parent
Madison Kincaid	Student
Elizabeth Fleener	Student
Jenee Floyd	Business/Community
Tamika Carswell	Parent
Jana Shores	Parent
Ciara Jackson	Teacher
Sophia Davis	Parent
Naomi Bouton	Parent
Darwin Reed	Parent
Jessica Weeks	Parent
Winona Payne	Parent
Ella Register	Business/Community
Carissa Boyett	Parent
Jana Shores	Education Support Employee

### 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*

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

*b. 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.

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

The SACS committee will be given an annual budget overview.

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

Parent Involvement activities--\$500

Testing supplies--\$500

Projectors--\$1000

**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.*

**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
Peoples, Troy	Assistant Principal
Schimpf, Carol	Teacher, K-12
Coleman, Margaret	Instructional Media
Broom, Kristi	Teacher, K-12
collins, belinda	Teacher, K-12
sapp, jennifer	Teacher, K-12
Rehberg, Monica	Teacher, ESE
Lolley, Janie	Teacher, K-12

**b. Duties**

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

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.

**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.**

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 taken 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.

## **2. 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

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

CHS has one science teacher. The teacher will be mentored by the lead science teacher as well as the academic analyst

Rationale: Certification and Years of Experience

Activities: Professional Development, 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.\*

# **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.**

- 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. 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.

## **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.**

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 , 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.

**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:**

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.

## 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.**

- 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.
- Freshman that have performed below proficiency on state assessments are assigned a faculty member to serve as a mentor for the year. This is to help with the transition.

### 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.**

- 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 and 10th grade and is incorporating the WICOR strategies school wide. We are making efforts to promote college awareness school wide. This year we are focusing particularly on Cornell Notes

#### **2. 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).

**3. 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.

**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.**

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

## 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.

### 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.

## 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.** In preparation for CCR, 60 percent of the lowest 25 percent of performing students from 2016 FSA Reading and Math administration will make learning gains on the 2017 Reading and Math FSA.
- G2.** In preparation for CCR, all instructional staff will increase organized students' thoughts, higher-level questioning, and critical thinking through the implementation of the effective use of Cornell notes school wide.

## 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.** In preparation for CCR, 60 percent of the lowest 25 percent of performing students from 2016 FSA Reading and Math administration will make learning gains on the 2017 Reading and Math FSA. 1a

G088344

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	60.0

**Targeted Barriers to Achieving the Goal** 3

- Lowest 25 % may not be receiving enough support from teachers
- Lowest 25% may not be receiving support from their peers
- Teachers not understanding how to use progress monitoring data to drive instruction

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

- Freshman Mentoring Program - Each faculty member is mentoring one to two freshman students
- Peer tutoring
- Order of Instruction/Curriculum Map
- Academic Analyst
- CPALMS
- Environmental Science Course being offered to one class of freshman

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

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

**Person Responsible**

Kyle Newsom

**Schedule**

Monthly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Classroom assessments, observations, student work samples, review of data from district created progress monitoring assessments

**G2.** In preparation for CCR, all instructional staff will increase organized students' thoughts, higher-level questioning, and critical thinking through the implementation of the effective use of Cornell notes school wide. 1a

G088345

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0
Bio I EOC Pass	80.0
U.S. History EOC Pass	70.0

**Targeted Barriers to Achieving the Goal** 3

- Misconceptions or lack of successful implementation of Cornell Notes
- Department and Grade Level Collaboration

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

- Common Planning
- Academic Analyst
- Orders of Instruction/Curriculum Maps
- AVID teacher and Several teachers who have attended AVID Summer Institute

**Plan to Monitor Progress Toward G2.** 8

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

**Person Responsible**

Kyle Newsom

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

**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, 60 percent of the lowest 25 percent of performing students from 2016 FSA Reading and Math administration will make learning gains on the 2017 Reading and Math FSA. **1**

 **G088344**

**G1.B1** Lowest 25 % may not be receiving enough support from teachers **2**

 **B234934**

**G1.B1.S1** Assist teachers in identifying the lowest 25% of students in Reading and Math that they teach

**4**

 **S247712**

### Strategy Rationale

Understanding who these students are will help teachers monitor progress and offer assistance when needed

### Action Step 1 **5**

Teachers will use FOCUS (if available) to identify the Lowest 25% of the students they teach. Academic Analyst will provide data if FOCUS is unavailable.

### Person Responsible

Kyle Newsom

### Schedule

Quarterly, from 8/10/2016 to 5/26/2017

### Evidence of Completion

Teachers will readily identify the Lowest 25% of the students they teach.

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

District designed progress monitoring assessments (ELA and Math)

**Person Responsible**

Kyle Newsom

**Schedule**

Monthly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Teachers will review progress monitoring data and adjust instruction as needed to meet the needs of students.

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

Teachers will review progress monitoring data and adjust instruction as needed to meet the needs of students.

**Person Responsible**

Kyle Newsom

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Evidence will be collected from District designed Progress Monitoring Assessments to determine effectiveness.



**G1.B2** Lowest 25% may not be receiving support from their peers **2**

 B234935

**G1.B2.S1** Peer tutoring for struggling students in Reading and Math **4**

 S247713

**Strategy Rationale**

To offer extra reinforcement in a non-threatening way; teachers will guide peer tutors on what and how to assist students

**Action Step 1** **5**

Peer tutors will be assigned to work with struggling students

**Person Responsible**

Kyle Newsom

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Sign in sheets, teachers note when tutors visit classroom

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** **6**

CHS administration will follow up with teacher to determine success of program

**Person Responsible**

Kyle Newsom

**Schedule**

Monthly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Sign in sheets for tutors, student grades, District designed Progress Monitoring assessments

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Student grades and performance on progress monitoring will be reviewed each 9 weeks.

**Person Responsible**

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

sign in sheets, student grades, student performance on District developed Progress Monitoring Assessments

**G1.B3 Teachers not understanding how to use progress monitoring data to drive instruction** 2

 B234936

**G1.B3.S1 Performance Matters Training showing teachers how to access reports and conduct data analysis** 4

 S247714

**Strategy Rationale**

Performance matters platform has changed this year. Teachers will need training on accessing reports and conducting data analysis

**Action Step 1** 5

Performance Matters Training (obtaining reports and data analysis)

**Person Responsible**

Kyle Newsom

**Schedule**

Monthly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Sign in sheets, department meeting agendas

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

Teachers will have resources readily available to assist them in obtaining reports from Performance Matters

**Person Responsible**

Kyle Newsom

**Schedule**

Monthly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Teachers will be able to generate reports from Performance Matters to conduct data analysis of student performance on District designed Progress Monitoring Assessments

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

Academic Analyst will follow up during department meetings and assist when necessary

**Person Responsible**

Kyle Newsom

**Schedule**


Monthly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Sign in sheets, department meeting agenda

**G2.** In preparation for CCR, all instructional staff will increase organized students' thoughts, higher-level questioning, and critical thinking through the implementation of the effective use of Cornell notes school wide.

1

 G088345

**G2.B1** Misconceptions or lack of successful implementation of Cornell Notes 2

 B234937

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

 S247715

### Strategy Rationale

To improve teacher understanding of effective implementation of Cornell notes.

### Action Step 1 5

PD on effective use of Cornell notes in all disciplines

#### Person Responsible

Kyle Newsom

#### Schedule

Monthly, from 8/10/2016 to 5/26/2017

#### 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 8/10/2016 to 5/26/2017

#### 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 8/10/2016 to 5/26/2017

### Evidence of Completion

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

## G2.B2 Department and Grade Level Collaboration 2

 B234938

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

 S247716

### Strategy Rationale

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

## Action Step 1 5

Department Meetings Monthly for Collaboration

### Person Responsible

Kyle Newsom

### Schedule

Monthly, from 8/10/2016 to 5/26/2017

### 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 8/10/2016 to 5/26/2017

***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 8/10/2016 to 5/26/2017

***Evidence of Completion***

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

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1 M336004	Classroom assessments, progress monitoring results, state/local test results	Newsom, Kyle	8/10/2016	Classroom assessments, observations, student work samples, review of data from district created progress monitoring assessments	5/26/2017 monthly
G2.MA1 M336009	Classroom assessment results, progress monitoring data, state/local test results	Newsom, Kyle	8/10/2016	Student work samples, progress monitoring results, classroom assessments (formative and summative)	5/26/2017 quarterly
G1.B1.S1.MA1 M335998	Teachers will review progress monitoring data and adjust instruction as needed to meet the needs of...	Newsom, Kyle	8/10/2016	Evidence will be collected from District designed Progress Monitoring Assessments to determine effectiveness.	5/26/2017 weekly
G1.B1.S1.MA1 M335999	District designed progress monitoring assessments (ELA and Math)	Newsom, Kyle	8/10/2016	Teachers will review progress monitoring data and adjust instruction as needed to meet the needs of students.	5/26/2017 monthly
G1.B1.S1.A1 A322696	Teachers will use FOCUS (if available) to identify the Lowest 25% of the students they teach....	Newsom, Kyle	8/10/2016	Teachers will readily identify the Lowest 25% of the students they teach.	5/26/2017 quarterly
G1.B2.S1.MA1 M336000	Student grades and performance on progress monitoring will be reviewed each 9 weeks.		8/10/2016	sign in sheets, student grades, student performance on District developed Progress Monitoring Assessments	5/26/2017 quarterly
G1.B2.S1.MA1 M336001	CHS administration will follow up with teacher to determine success of program	Newsom, Kyle	8/10/2016	Sign in sheets for tutors, student grades, District designed Progress Monitoring assessments	5/26/2017 monthly
G1.B2.S1.A1 A322697	Peer tutors will be assigned to work with struggling students	Newsom, Kyle	8/10/2016	Sign in sheets, teachers note when tutors visit classroom	5/26/2017 weekly
G1.B3.S1.MA1 M336002	Academic Analyst will follow up during department meetings and assist when necessary	Newsom, Kyle	8/10/2016	Sign in sheets, department meeting agenda	5/26/2017 monthly
G1.B3.S1.MA1 M336003	Teachers will have resources readily available to assist them in obtaining reports from Performance...	Newsom, Kyle	8/10/2016	Teachers will be able to generate reports from Performance Matters to conduct data analysis of student performance on District designed Progress Monitoring Assessments	5/26/2017 monthly
G1.B3.S1.A1 A322698	Performance Matters Training (obtaining reports and data analysis)	Newsom, Kyle	8/10/2016	Sign in sheets, department meeting agendas	5/26/2017 monthly
G2.B1.S1.MA1 M336005	Teachers will work with the Academic Analyst to implement research based instructional strategies...	Newsom, Kyle	8/10/2016	Student work samples, formative and summative assessments, classroom observation.	5/26/2017 weekly
G2.B1.S1.MA1 M336006	Classroom observation and student work samples.	Newsom, Kyle	8/10/2016	Student work samples, classroom assignments, formative/summative assessments.	5/26/2017 monthly
G2.B1.S1.A1 A322699	PD on effective use of Cornell notes in all disciplines	Newsom, Kyle	8/10/2016	Sign In Sheet, Agenda	5/26/2017 monthly
G2.B2.S1.MA1 M336007	Student Achievement	Newsom, Kyle	8/10/2016	Progress monitoring data, classroom assessment results, state/local assessment results.	5/26/2017 monthly
G2.B2.S1.MA1 M336008	Sign In Sheets and Agenda's/minutes turned in to administration.	Newsom, Kyle	8/10/2016	Sign In Sheets, Minutes, Agenda	5/26/2017 monthly
G2.B2.S1.A1 A322700	Department Meetings Monthly for Collaboration	Newsom, Kyle	8/10/2016	Agenda, student work samples, progress monitoring and assessment results.	5/26/2017 monthly



## V. Professional Development Opportunities

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

**G1.** In preparation for CCR, 60 percent of the lowest 25 percent of performing students from 2016 FSA Reading and Math administration will make learning gains on the 2017 Reading and Math FSA.

**G1.B3** Teachers not understanding how to use progress monitoring data to drive instruction

**G1.B3.S1** Performance Matters Training showing teachers how to access reports and conduct data analysis

### PD Opportunity 1

Performance Matters Training (obtaining reports and data analysis)

#### Facilitator

Academic Analyst

#### Participants

CHS Faculty

#### Schedule

Monthly, from 8/10/2016 to 5/26/2017

**G2.** In preparation for CCR, all instructional staff will increase organized students' thoughts, higher-level questioning, and critical thinking through the implementation of the effective use of Cornell notes school wide.

**G2.B1** Misconceptions or lack of successful implementation of Cornell Notes

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

### PD Opportunity 1

PD on effective use of Cornell notes in all disciplines

#### Facilitator

Academic Analyst and AVID teacher

#### Participants

All content area teachers will participate

#### Schedule

Monthly, from 8/10/2016 to 5/26/2017

## **G2.B2** Department and Grade Level Collaboration

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

### **PD Opportunity 1**

Department Meetings Monthly for Collaboration

#### **Facilitator**

Academic Analyst

#### **Participants**

CHS Faculty

#### **Schedule**

Monthly, from 8/10/2016 to 5/26/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Teachers will use FOCUS (if available) to identify the Lowest 25% of the students they teach. Academic Analyst will provide data if FOCUS is unavailable.	\$0.00
2	G1.B2.S1.A1	Peer tutors will be assigned to work with struggling students	\$0.00
3	G1.B3.S1.A1	Performance Matters Training (obtaining reports and data analysis)	\$0.00
4	G2.B1.S1.A1	PD on effective use of Cornell notes in all disciplines	\$0.00
5	G2.B2.S1.A1	Department Meetings Monthly for Collaboration	\$0.00
Total:			\$0.00