Cedar Key High School

2017-18 Schoolwide Improvement Plan

Cedar Key High School

951 WHIDDON AVE, Cedar Key, FL 32625

http://www.levyk12.org/schools

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	13%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 was approved by the Levy County School Board on 11/14/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Cedar Key High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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.

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

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

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.

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

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	3	5	3	1	2	1	0	3	2	5	3	4	1	33
One or more suspensions	0	0	0	0	1	1	1	1	2	2	0	0	2	10
Course failure in ELA or Math	0	3	1	4	2	0	8	5	2	6	5	2	1	39
Level 1 on statewide assessment	0	0	0	1	3	9	4	5	6	3	4	4	3	42
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

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

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

Interventions - At the elementary level (K-5), every teacher has a set aside time for interventions. This time is 35 minutes for all elementary grade levels. Interventions take place five days per week. During this time, every teacher has at least two additional adults (teachers or paras) available to assist. Teachers plan intervention groups to target individual deficits and/or to target students in need of enrichment. Teachers meet with the reading coach and/or administration at least once a month to review intervention groupings, curriculum, and data. Adjustments are made when the need arises. These interventions are considered Tier II within the MTSS.

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

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

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

During grade level cluster meetings, we meet regularly to discuss students and possible interventions

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

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/454049.

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.

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Slemp, Joshua	Principal
Bishop, Kim	Teacher, K-12
Lawrence, Kathy	Instructional Coach
Hudson-Lane, Jennie	School Counselor
Tomlin, Carrie	Teacher, K-12
Powers, Raymond	Administrative Support

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

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.

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

A Title I Part A budget has been established based on an annual data-based School Needs Assessment. Services are provided for students needing additional interventions through pull out and push in programs provided by a Title aide, Reading Coach, and Reading Teachers. Title funds are

used to purchase technology equipment to support classroom instruction and supplemental curriculum to support intervention. Funds are also used to provide professional development for principal and teachers. After-School Tutoring programs are offered using Title funds. Students scoring 1 or 2 on FSA or demonstrating at-risk performance in reading or math are eligible.

Title I Part C provides migrant services, which are administered by a Migrant Aide and Migrant Tutor provided by Alachua County. Students receive services during and after school.

Title II Part A is providing training for teachers and principals for Professional Development for Writing through a program called Core Connections. Cambridge training is also being provided by the district for principals and lead teachers so that everyone better understands the Danielson evaluation instrument. Monitoring and use of the funds is done by the district but as a school we do discuss instructional trends that are noted from the principals classroom walk-through visits in an effort to continually focus on the importance of the instruction in the classroom.

Title III services are provided by the District ESOL Coordinator and ESOL teachers to support English Language Learners in the classroom setting as needed. Although CKS does not currently have any ESOL students enrolled our teachers do participate in ESOL Professional Development.

Title X provides support for a School Homeless Liaison to work with the District Liaison regarding homeless students. Our homeless students receive support for housing, curriculum, and tutoring through Title X.

Elementary students are provided nutritional instruction by the physical education teacher and classroom teachers with the support of IFAS through the University of Florida.

Carl D. Perkins Secondary and Rural and Sparsely Populated grants provide additional support for Career and Technical Education. CKS offers middle school students the opportunity to explore careers through instruction in appropriate middle school Business and Agriscience Course. Federal and state CAPE funds support industry certifications for the Agricultural and Business Programs. Teachers submit to the district coordinator a request for equipment and supplies in March for the upcoming Perkins Grant. The Business Cooperative Education Program allows students to earn credits while being employed at a local business. Ant-Bullying and a Cyber Stalking Program are provided by the State Attorney's Office and local police department.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Joshua Slemp	Principal
Sue Colson	Business/Community
Marissa DeHaven	Parent
Mandy Offerlee	Business/Community
Laura Robinson	Parent
Kathy Lawrence	Teacher
Amanda Robinson	Student
Joshua Connor Slemp	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

SAC members were invited, and participated, in goal setting and deciding on strategies to meet desired academic improvements. The SAC members will work to complete plan and approve it the final SIP.

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

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

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

NO SIP FUNDS

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

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
Slemp, Joshua	Principal
Lawrence, Kathy	Instructional Coach
Bishop, Kim	Teacher, K-12

b. Duties

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

The major initiative of the LLT is to implement the Florida Standards throughout the school using the state's model of full implementation. Great emphasis is placed on the amount of high level, complex text the students read and interact with, as well as writing in all content areas for multiple purposes. The LLT provides professional development in each of these areas. Multiple literacy projects take place through the media center which functions as the hub for literacy at school. The school also conducts a Young Authors Conference yearly where student produced books are created throughout

all grade levels. Authors from all over come and present to the students and parents at this time as well.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

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

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

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

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

New teachers to the district and/or the profession are provided an experienced mentor to help guide them through the school year. Teachers serving as mentors must complete a 2 day Clinical Education class. Our district has a mentoring program/calendar that is provided to the mentor and the mentee that provides a detailed description of mentoring activities throughout the school year. It includes observations/feedback, assistance in writing individualized professional development plans, grading discussions, goal setting, professional development opportunities, setting grading scales, etc. In addition, it provides the new teacher with a "go to" person for all the teaching expectations encountered during the year. The two teachers meet weekly throughout the year. The mentor reports to the principal as needed on the progress of the new teacher. At the conclusion of the year, the mentor works with the principal to ensure that the new teacher met the required competencies.

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

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.

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

Middle school and High School teachers are involved in the following: Kim Bishop, Civics and Technology Cadre. Carrie Tomlin, AVID and Math. Marissa Dehaven, Algebra I. David Tomlin, CTE. Brad Penney, US History. Raymond Powers, Biology.

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.

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

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: After School Program
Minutes added to school year: 3,360

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lawrence, Kathy, kathryn.lawrence@levyk12.org

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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

There are no day cares in the community. Flyers advertising Pre K and K enrollment are posted at school and in the community. Spring visits with Kindergarten teacher and visits to classroom are scheduled annually.
Parents are provided an Orientation to Kindergarten prior to the school year. Pre-K enrollment dates are also advertised in the local newspapers.

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.

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

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

This school year there will also be a new certification for Agriculture Foundations through Florida Farm Bureau called Agriculture Association Certification.

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

The school incorporates the Administrative Office Specialist, the Agritechnology Program for grades 8-12 and for middle school CKS offers Business Keyboarding, Business Leadership, Introduction to Agriscience and Exploration of Agriscience. High School students enrolled in the Administrative Office Specialist Program can earn the Microsoft Office Specialist certification. This certification is worth 3 college credits, for an A.S. degree, on the state wide articulation list. Students enrolled in the Agritechnology Program can earn the Agriculture Production Certification from Florida Farm Bureau. This certification is also worth 3 college credit, for an A.S. degree, on the state wide articulation list.

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

CKS is implementing the AVID elective for the fourth year in a row this year (2016-17). This course will help all enrolled students be more prepared for post-secondary education. AVID will also help to develop a school wide "college going culture." In addition, we continue to offer the courses to allow high school students to receive industry certification in the business field and agricultural field. CTE teachers and core academic teachers work together to teach reading comprehension and vocabulary. We will continue to test students' readiness level and problem solve to help students better prepare post-secondary readiness. Those who are not "college ready" as indicated by the ACT/SAT, FSA, or EOCs, are provided additional support through courses through Reading Intervention, Khan Academy, and tutoring.

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.

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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"Â? 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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Decrease the number of students in middle school and high school with 20 or more absences from 29% to 15% for the 2017-2018 school year.

G2. Increase Mathematics proficiency from 53% to 60%. Increase Mathematics learning gains from 53% to 60%. Increase LQ learning gains from 46% to 55%.

G3. Increase overall reading achievement from 47% to 60% in grades 3-10 as measured on the 2018 ELA FSA.

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. Decrease the number of students in middle school and high school with 20 or more absences from 29% to 15% for the 2017-2018 school year. `1a`

🔍 G098839

Targets Supported `1b`

Indicator	Annual Target
	15.0

Targeted Barriers to Achieving the Goal `3`

- Those students who are not involved in extracurricular activities are less likely to attend school.

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

- Extracurricular activities.

- EWS System

- Teacher mentoring

- Close tracking of attendance and consistent info sending home.

Plan to Monitor Progress Toward G1. `8`

Attendance data, letters, and conference notes.

Person Responsible
Joshua Slemp

Schedule
Weekly, from 8/31/2017 to 5/31/2018

Evidence of Completion
Attendance data. Attendance conference notes. Attendance letters sent home to parents.

G2. Increase Mathematics proficiency from 53% to 60%. Increase Mathematics learning gains from 53% to 60%. Increase LQ learning gains from 46% to 55%. `1a`

🔍 G098840

Targets Supported `1b`

Indicator	Annual Target
	60.0

Targeted Barriers to Achieving the Goal `3`

- Lack of math fluency in all grade levels.

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

- Snap and Read
- Greg Tang Math
- iReady Math
-

Plan to Monitor Progress Toward G2. `8`

Fluency data. Each student will have 3 fluency checks every 9 weeks.

Person Responsible
Joshua Slemp

Schedule
Every 3 Weeks, from 9/1/2017 to 5/31/2018

Evidence of Completion
Fluency data results

G3. Increase overall reading achievement from 47% to 60% in grades 3-10 as measured on the 2018 ELA FSA. `1a`

🔍 G098841

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal `3`

- Lack of using multiple modalities and lack of implementation of UDL. Along with ack of consistent in depth planning and standards based instruction with rigorous assessment.

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

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

- Core Connections Writing Training for all Elementary teachers-Teachers learn to use Core Connections organizational strategies to teach students to write in response to text (continuing training for 2017-18 school year)

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

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

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

- Achieve 3000 for high school and middle school intensive reading classes

- iReady (grades k-8) assesment and instruction.

- Elementary Interventions 45 minutes five times per week

- AR Reading Program.

- Discovery Phonics

- Reading Assistant for identified dis-fluent readers.

- Snap and Read.

- Standards Mastery

- Mastery Connect

- CPALMS

- FSA Portal

- Online textbook resources

Plan to Monitor Progress Toward G3. `8`

iReady data progress monitoring data will be used to assess progress toward the goal K-8. 9-10 teachers will determine progress based on classroom assessments and FAIR Data.

Person Responsible

Joshua Slemp

Schedule

Biweekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Student performance measured from the diagnostics mentioned above. Assessment results from rigorous performance task. Lesson Plans and CWT results.

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. Decrease the number of students in middle school and high school with 20 or more absences from 29% to 15% for the 2017-2018 school year. 1

🔑 G098839

G1.B4 Those students who are not involved in extracurricular activities are less likely to attend school. 2

🔑 B266045

G1.B4.S1 Expand the number of clubs and increase the number of students that are involved with these extracurricular activities. Attendance in school is mandatory to participate 4

🔑 S281984

Strategy Rationale

If students are more involved in the extracurricular activities they will attend more regularly and they will have a vested interest.

Action Step 1 5

Coaches and clubs will actively reach out to maximize the numbers of students that are participating. Attendance will be monitored on a daily basis and reported out weekly to coaches and teachers.

Person Responsible

Joshua Slemp

Schedule

Weekly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Attendance will be monitored on a daily basis and reported out weekly to coaches and teachers.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Attendance will be tracked for the entire school as well as student participants in clubs and athletics will be even more closely monitored by the persons heading up the extracurricular activities.

Person Responsible

Joshua Slemp

Schedule

Weekly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Attendance data.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Coaches meetings along with club meetings will actively discuss and measure the attendance of their participants. Students who are exhibiting attendance issues will be identified by adults in charge an administration and attendance goals will be set.

Person Responsible

Joshua Slemp

Schedule

Evidence of Completion

Attendance data of targeted students.

G2. Increase Mathematics proficiency from 53% to 60%. Increase Mathematics learning gains from 53% to 60%. Increase LQ learning gains from 46% to 55%. `1`

🔍 G098840

G2.B5 Lack of math fluency in all grade levels. `2`

🔍 B266051

G2.B5.S1 Incorporate math fluency in the classroom on a regular basis and provide interventions to students who show below grade level fluency. `4`

🔍 S281985

Strategy Rationale

Significant growth in math fluency should result in significant growth in overall math achievement.

Action Step 1 `5`

Teachers will incorporate math fluency activities in classroom instruction and focus on the K-8 math fluency standards for their grade level.

Person Responsible

Joshua Slemp

Schedule

Every 3 Weeks, from 9/1/2017 to 5/31/2018

Evidence of Completion

Fluency centers in classrooms. Fluency data turned into principal. Fluency checks noted in plans. Discussion of fluency data in intervention meetings.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 `6`

Monitor and give feedback during CWT's, reviewing lesson plans, collecting fluency data.

Person Responsible

Schedule

Every 3 Weeks, from 9/1/2017 to 5/31/2018

Evidence of Completion

CWT results, lesson plans, fluency data.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Monthly increases in the number of students showing math fluency.

Person Responsible

Joshua Slemp

Schedule

Every 3 Weeks, from 10/9/2017 to 5/31/2018

Evidence of Completion

Reading and math intervention meetings where data will be share and discussed. Weekly MTSS meetings where tier 1, 2 and 3 students will be looked at for improvements.

G3. Increase overall reading achievement from 47% to 60% in grades 3-10 as measured on the 2018 ELA FSA. 1

🔍 G098841

G3.B6 Lack of using multiple modalities and lack of implementation of UDL. Along with ack of consistent in depth planning and standards based instruction with rigorous assessment. 2

🔍 B266057

G3.B6.S1 Dissecting of lesson plans, standards focus, creation of performance task, Implementation of UDL Strategies, and creation of rigorous assessments, collaboration with multi grade levels. On two evenings per nine weeks for grades K-12 teachers to work on data analysis, UDL, differentiation, and vertical alignment of standards instruction. They will also identify high yield standards and create rigorous assessments that will be reported to the Principal for each of these sessions. 4

🔍 S281992

Strategy Rationale

Teachers need to strengthen foundation skills and knowledge of the standards; teachers need to continue their work in expanding the use of UDL strategies to increase student engagement . 20% of teachers are scoring below effective in demonstrating knowledge of content and pedagogy and designing coherent instruction.

Action Step 1 5

Teachers will meet at the mid-point and at the end of each nine weeks for Dissecting of lesson plans, standards focus, creation of performance task, Implementation of UDL Strategies, and creation of rigorous assessments, collaboration with multi grade levels.,

Person Responsible

Joshua Slemp

Schedule

Monthly, from 9/5/2017 to 4/30/2018

Evidence of Completion

Lesson plan in Planbook or submitted plan. Performance task (rigorous assessment), hard copy put in Principal's mailbox or shared in Google Docs Summary of the students' performance on the performance task reported out. Plan for remediation of students not performing satisfactorily.

Plan to Monitor Fidelity of Implementation of G3.B6.S1 `6`

Monthly 3 hour PD Sessions run by the Principal and Reading Coach. Weekly monitored lesson plans. Collection of assessments and students' performance on those assessments. Remediation plans for students not achieving satisfactory progress.

Person Responsible

Joshua Slemp

Schedule

Monthly, from 9/5/2017 to 4/30/2018

Evidence of Completion

Lesson plans in Planbook or submitted plan. Performance task (rigorous assessment), hard copy put in Principal's mailbox or shared in Google Docs Summary of the students' performance on the performance task reported out. Plan for remediation of students not performing satisfactorily.

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 `7`

iReady Diagnostic, Standards Mastery, and FAIR Diagnostic data along with results from the rigorous assessments will be used to monitor the effectiveness on student performance. CWT's and lesson plan review will monitor the use of UDL Principals in classrooms.

Person Responsible

Joshua Slemp

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Lesson plans in Planbook or submitted plan. Performance task (rigorous assessment), hard copy put in Principal's mailbox or shared in Google Docs Summary of the students' performance on the performance task reported out. Plan for remediation of students not performing satisfactorily.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B4.S1.MA1 M412802	Coaches meetings along with club meetings will actively discuss and measure the attendance of their...	Slemp, Joshua	No Start Date	Attendance data of targeted students.	No End Date one-time
G3.MA1 M412815	iReady data progress monitoring data will be used to assess progress toward the goal K-8. 9-10...	Slemp, Joshua	8/10/2016	Student performance measured from the diagnostics mentioned above. Assessment results from rigorous performance task. Lesson Plans and CWT results.	6/1/2017 biweekly
G3.B6.S1.MA1 M412814	Monthly 3 hour PD Sessions run by the Principal and Reading Coach. Weekly monitored lesson plans....	Slemp, Joshua	9/5/2017	Lesson plans in Planbook or submitted plan. Performance task (rigorous assessment), hard copy put in Principal's mailbox or shared in Google Docs Summary of the students' performance on the performance task reported out. Plan for remediation of students not performing satisfactorily.	4/30/2018 monthly
G3.B6.S1.A1 A380508	Teachers will meet at the mid-point and at the end of each nine weeks for Dissecting of lesson...	Slemp, Joshua	9/5/2017	Lesson plan in Planbook or submitted plan. Performance task (rigorous assessment), hard copy put in Principal's mailbox or shared in Google Docs Summary of the students' performance on the performance task reported out. Plan for remediation of students not performing satisfactorily.	4/30/2018 monthly
G1.MA1 M412804	Attendance data, letters, and conference notes.	Slemp, Joshua	8/31/2017	Attendance data. Attendance conference notes. Attendance letters sent home to parents.	5/31/2018 weekly
G2.MA1 M412807	Fluency data. Each student will have 3 fluency checks every 9 weeks.	Slemp, Joshua	9/1/2017	Fluency data results	5/31/2018 every-3-weeks
G1.B4.S1.MA1 M412803	Attendance will be tracked for the entire school as well as student participants in clubs and...	Slemp, Joshua	8/31/2017	Attendance data.	5/31/2018 weekly
G1.B4.S1.A1 A380502	Coaches and clubs will actively reach out to maximize the numbers of students that are...	Slemp, Joshua	8/31/2017	Attendance will be monitored on a daily basis and reported out weekly to coaches and teachers.	5/31/2018 weekly
G2.B5.S1.MA1 M412805	Monthly increases in the number of students showing math fluency.	Slemp, Joshua	10/9/2017	Reading and math intervention meetings where data will be share and discussed. Weekly MTSS meetings where tier 1, 2 and 3 students will be looked at for improvements.	5/31/2018 every-3-weeks
G2.B5.S1.MA1 M412806	Monitor and give feedback during CWT's, reviewing lesson plans, collecting fluency data.		9/1/2017	CWT results, lesson plans, fluency data.	5/31/2018 every-3-weeks
G2.B5.S1.A1 A380503	Teachers will incorporate math fluency activities in classroom instruction and focus on the K-8...	Slemp, Joshua	9/1/2017	Fluency centers in classrooms. Fluency data turned into principal. Fluency checks noted in plans. Discussion of fluency data in intervention meetings.	5/31/2018 every-3-weeks
G3.B6.S1.MA1 M412813	iReady Diagnostic, Standards Mastery, and FAIR Diagnostic data along with results from the rigorous...	Slemp, Joshua	9/1/2017	Lesson plans in Planbook or submitted plan. Performance task (rigorous assessment), hard copy put in Principal's mailbox or shared in Google Docs Summary of the students' performance on the performance task reported out. Plan for remediation of students not performing satisfactorily.	5/31/2018 weekly

V. Professional Development Opportunities

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

G3. Increase overall reading achievement from 47% to 60% in grades 3-10 as measured on the 2018 ELA FSA.

G3.B6 Lack of using multiple modalities and lack of implementation of UDL. Along with ack of consistent in depth planning and standards based instruction with rigorous assessment.

G3.B6.S1 Dissecting of lesson plans, standards focus, creation of performance task, Implementation of UDL Strategies, and creation of rigorous assessments, collaboration with multi grade levels. On two evenings per nine weeks for grades K-12 teachers to work on data analysis, UDL, differentiation, and vertical alignment of standards instruction. They will also identify high yield standards and create rigorous assessments that will be reported to the Principal for each of these sessions.

PD Opportunity 1

Teachers will meet at the mid-point and at the end of each nine weeks for Dissecting of lesson plans, standards focus, creation of performance task, Implementation of UDL Strategies, and creation of rigorous assessments, collaboration with multi grade levels.,

Facilitator

Joshua Slemp, Kathy Lawrence

Participants

All teachers grades K-12.

Schedule

Monthly, from 9/5/2017 to 4/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Coaches and clubs will actively reach out to maximize the numbers of students that are participating. Attendance will be monitored on a daily basis and reported out weekly to coaches and teachers.	$0.00
2	G2.B5.S1.A1	Teachers will incorporate math fluency activities in classroom instruction and focus on the K-8 math fluency standards for their grade level.	$0.00
3	G3.B6.S1.A1	Teachers will meet at the mid-point and at the end of each nine weeks for Dissecting of lesson plans, standards focus, creation of performance task, Implementation of UDL Strategies, and creation of rigorous assessments, collaboration with multi grade levels.,	$0.00
		Total:	$0.00