

School Board of Levy County

Chiefland Middle High School



2017-18 Schoolwide Improvement Plan

Chiefland Middle High School

808 N MAIN ST, Chiefland, FL 32626

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	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	26%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	A

**Informational Baseline School Grade*

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

School Board Approval

This plan 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>.

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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 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 Chiefland Middle 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Students complete student interest surveys that provide information about students' interests, desires, and skill level. Clubs and programs provide a wide variety of opportunity for students to develop skills and interests identified. Our teachers sponsor clubs and act as class sponsors of various activities that build culture and relationships. Community agencies visit classrooms to ignite interest in business and/or civic organizations. Pep rallies are regularly scheduled to unite classes and students for a unified cause. Our school collaborates to build pride in our school and community. Administration and School Counselors are available during lunch time for students to discuss concerns or have questions answered. This encourages students to reach out to counselors and administrators as well. A mentoring program has been established at CMHS that promotes positive choices and behaviors. A word of the week is promoted to instill this positive mentality and examples of how that word looks in action is shared daily across the campus. Teachers work with administration to reinforce the word all week.

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

Administrators, faculty, and staff foster an environment of mutual respect throughout the school which includes after school programs and extra-curricular activities. Faculty and support staff are available to assist students throughout the school day. Supervision is provided before, during and after school. Staff all have assigned locations on campus before and after school to ensure student safety. Administration and support staff are present at all student drop-off/pick-up areas before and after school. Teachers stand at their door in between classes and actively greet students before each class making them feel welcomed and important. We cultivate an environment of trust and respect so that students feel comfortable reporting concerns or inappropriate behaviors. Support staff, administration, and counselors monitor lunch and bus areas and mingle with students making themselves available. Administrators and school resource officer ensure that all gates allowing access to students areas are closed and locked from first bell to last bell. Safety of students is a priority before, during, and after school. As part of the process in creating this supportive environment, faculty attended professional development during pre-planning with Almon Gunnar to emphasize building relationships with students and parents. This professional development included personal and professional motivational strategies. In addition, administrators and instructional staff will be participating in a book study project through FDLRS throughout the year using the book, High Impact Instruction, by Jim Knight.

Through the book and extensions, staff will focus on and improve in three areas of high-impact instruction: Content Planning, Instructional Practices and Community Building. The administrators and resource officer walk through classrooms on a daily basis and all participate in monitoring lunches, the changing of classes and all school presentations during the day. Their presence is to promote safety, good choices and to build relationships with students.

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

Teachers clearly display behavioral expectations and explicitly teach appropriate behaviors. Students and parents are provided a Student Code of Conduct book at the beginning of the year. Teachers review the material with students. The offenses of students that are considered breaches of conduct receive pre-determined consequences in a "progressive manner" to change undesirable behavior. Teachers contact parents as concerns arise. Teachers use Skyward to electronically report infractions to administration. Offending students are visited by administration at an appropriate time, to limit distractions and time out of class. All grades use a positive behavior system to reinforce positive behaviors. Students receive "Caught ya with the Spear-it" notifications and receive recognition from administration for good choices. Students placed in school suspension are offered the opportunity to complete class assignments while there. They also use a Behavior Alternative Management Area (BAMA) as a "time out" session in another supervised environment for students to change their behavior, but is not recorded on official student discipline records. Students will be given time to de-escalate, and provided alternative coping strategies. Students may choose a work detail project in lieu of in school suspension. For students in the school's FOCUS center, a behavioral curriculum is included that focuses on healthy choices. The students receive weekly visits from the author (Almon Gunnar) of the curriculum to discuss choices and behaviors during the week along with setting long and short term personal goals. In addition, the school implements a Word of the Week, provided by Almon Gunnar, that is based on positive behaviors. Explicit examples of how the word looks in action are shared each morning by administration and the word is referred to often by faculty and staff throughout the week. The common theme being shared throughout the school is one mission, one vision, one goal.

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.

The entire instructional staff is being trained in High Impact Instruction (Jim Knight) and will spend time with and resources through the Florida Diagnostic & Learning Resource System (FDLRS) on Content Planning, Instructional Practices and Community Building. Instructional staff has monthly data chat meetings. During these meetings specific students are discussed in relation to their progress monitoring data and any physical/emotional needs teachers notice they may have. School Counselors and Graduation Coach are available for students to discuss any concerns or needs students have. Assistant Principal reviews attendance data and meets with students and/or parents to address concerns with attendance. Educational and problem solving teams meet as needed to discuss truancy, emotional and educational issues. Students are referred for Vocational Rehab services during their junior year for post-secondary transition services if needed. Additional resources are solicited as needed which may include but are not limited to: social workers, speech teachers, Meridian, Levy Association for Retarded Citizens (LARC), and vocational rehab.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

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

*Attendance below 90%

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

*Course failure in English Language Arts or Mathematics

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

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

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	19	21	26	20	33	23	47	189	
One or more suspensions	0	0	0	0	0	0	24	20	26	22	20	12	13	137	
Course failure in ELA or Math	0	0	0	0	0	0	10	13	12	0	0	0	0	35	
Level 1 on statewide assessment	0	0	0	0	0	0	63	41	50	30	30	7	1	222	

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	8	52	77	26	56	64	48	331	

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

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

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

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

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

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

Students earning Level 2 on the state reading assessment are placed in content areas with teachers who are reading endorsed or NG-CARPD trained. They are placed in a reading class at the high school or Critical Thinking Skills class at the middle school where content area teachers teach deficient reading skills.

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

B. Family and Community Engagement

The school's response to this section may 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?

No

1. PFEP Link

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

2. Description

The school completes a Parent Involvement Plan (PIP), which is available at the link below.

<https://app1.fldoe.org/bsa/parentInvolvementPlan/Default.aspx>

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Webber, Dennis	Principal
Weingart, Lita	Instructional Coach
Gerhard, Julie	Instructional Coach
McElroy, Christie	Assistant Principal
Crawford, Michelle	Other
Flemming, Jan	Teacher, K-12
Parks, Stephanie	Teacher, K-12
Perez, Valerie	Teacher, K-12
Corbin, Katie	Instructional Coach
Haldeman, Aaron	Assistant Principal

b. Duties

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

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

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

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

to discuss utilization of resources and services from all agencies and the district in order to train, coordinate, and supplement instruction so students make educational gains.

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

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

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

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

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

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

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

Reading Coach: Providing data and information concerning K-12 Reading Plan along with data analysis and support for interventions and strategies that will increase student achievement. The reading coaches meet bi-monthly with administration to discuss student performance, progress monitoring procedures and to share ideas and concerns regarding reading performance and instructional practices.

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dennis Webber	Principal
Donna Brock	Education Support Employee
Sherry Hallman	Teacher
Tammy Boyle	Education Support Employee
Angela Johnson	Parent
Stacy Swain	Business/Community
Jimmy Boyle	Student
Josine Burgman	Teacher
Maddilyn Johnson	Student
Jerry Lawrence	Teacher
Lynn Stockman	Parent
Luke Stockman	Student
Kelli Wilson	Parent
Heather Shepherd	Parent
Angela Sprawling	Business/Community
Jeanna Barrand	Parent
Teri Edison	Teacher
Ana Banalas	Parent
Kari Bastow	Parent
Shanele Brown	Parent
Valerie Buie	Parent
Minerva Gonzalez	Education Support Employee
Dana Langford	Teacher
Michele Lundy	Parent
Shanelle McNeil	Parent
Felicity Nash	Student
Emma Swain	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

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

b. Development of this school improvement plan

SAC will read, revise, and edit the School Improvement Plan as made possible through deadlines and meeting dates. They will help generate strategies to help meet the goals set. SAC members have

been involved in determining goals and action plans to implement to sustain and improve student achievement.

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

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

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

N/A

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

No

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

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Gerhard, Julie	Teacher, K-12
Weingart, Lita	Teacher, K-12
McElroy, Christie	Assistant Principal
Webber, Dennis	Principal
Crawford, Michelle	Other
Corbin, Katie	Instructional Coach
Flemming, Jan	Teacher, K-12
Parks, Stephanie	Teacher, K-12
Perez, Valerie	Teacher, K-12

b. Duties

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

Major initiatives this year will include the development and implementation of high impact strategies as written and described by author, Jim Knight. This leadership team will work with small groups to carry out the scheduled meetings associated with the book study. They will help facilitate discussions, distribute resources and assist in the documentation and implementation of strategies proven to improve student learning. In addition, these teachers will help with the implementation of outside resources and support provided through mentor teachers hired to help ELA and Math teachers better understand their standards, content and strategies that will improve teacher instruction and student performance. Teachers need to have a clear, concise and in-depth understanding of standards in

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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 district calendar includes days for scheduled professional development. Subject and content area teachers are periodically provided subs during the instructional day or are paid a stipend to meet after school hours (Specifically, ELA teachers are periodically scheduled for after school and paid for through the school's Title 1 funds) to either receive needed professional development or collaborate on curriculum mapping and creating instructional units with accompanying goals and scales. Teacher teams work together to problem solve for students using the Multi-Tiered System of Support Framework. Reading coaches are available for collaborating assistance and instructional modeling. All teachers meet monthly to discuss and share experiences associated with the book study, High Impact Strategies, through FDLRS.

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

Faculty meetings are held monthly in addition to department level meetings. At these meetings, successes are celebrated and school-wide initiatives are reiterated. By using both whole group and small group formats, teachers have a regular opportunity to meet, talk, and plan together. ELA and math teachers are scheduled to meet monthly to collaborate on planning and instruction. ELA teachers will meet after hours and are paid a stipend to help collaboratively plan progress monitoring assessments and to review results to plan next step instruction. Math teachers are working with an outside consultant who is helping them bi-monthly to create assessments and instruction that aligns with the standards being tested. This consultant works inside the classroom, observing teachers and provides valuable suggestions and strategies based on the student performance, engagement and quality of instruction observed. The consultant is working with the math teachers to use Mastery Connect to better assess their students and align instruction.

New teachers have been assigned CET trained mentors to help acclimate them to the systems in place for the school and to help them build their skills as they progress through the year. Meetings will take place once a month after school or during a shared planning time. The mentors will work through the

mentoring agendas supplied by the district according to the suggested monthly meeting calendar. The goal is to encourage new teachers and build in support that is needed for both students and new instructors to be successful. By chunking the topics into this calendar format, teachers involved aren't as overwhelmed and we can ensure all topics are covered within the same time frame for all new teachers, regardless of who the mentor is.

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

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

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

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

Levy County School District has adopted a district wide Mentor program. The program outlines roles and responsibilities for the new educator and their assigned mentee. New teachers are paired with a mentor teacher with a minimum of three years of teaching experience. Pairings are based on teams and content expertise, along with administrator input. Mentors are provided quality training through Clinical Educator Training to instruct them on how to best guide the new teacher. Mentors and mentees meet monthly to discuss specific topics that will help equip the instruction for daily academic success. Mentors conduct observations in an effort to provide specific feedback.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

adopted curriculum and maps. All subject area teams meet monthly to review adopted materials, maps, and progress monitoring data to ensure standards are being taught and mastered.

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

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

b. Instructional Strategies

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

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

In addition, progress monitoring data is used by teachers as they plan their instruction and utilize differentiation strategies to match the specific needs of their students. Monthly meetings take place across all departments and data is evaluated at that time. Teachers identify students not demonstrating proficiency and higher performing students. Teachers modify lessons based on the data to target instruction to meet the proficiency of struggling students and enhance curriculum for high achievers. ELA and Math teachers are receiving on-going professional development training and mentoring throughout the school year to guide them on building assessments that align to standards and then creating high impact lessons based on the data obtained from those progress monitoring assessments. Examples of modifications for struggling students would include but not be limited to: shortened assignments targeting key concepts that must be mastered for proficiency; extend time for completing assignment; assistive technology; peer assistance.

Examples for advanced level students include dual enrollment opportunities, advanced placement courses, and honors level courses.

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

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

Strategy: Summer Program

Minutes added to school year: 1,620

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Webber, Dennis, dennis.webber@levyk12.org

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

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

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, Â§ 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.

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

b. College and Career Readiness

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

Annual college and career fair is held at the high school. Local businesses and agencies as well as colleges and universities are invited to attend. Students are given the opportunity to explore career interests and learn about skill sets and education needed for particular careers. Academic advising

for dual enrollment students provides information for students regarding post-secondary opportunities and career options. Students schedules are reviewed at least two times per year to ensure students are on track for graduation, industry certification, and Bright Futures. Parents and students participate in a registration night where they meet the guidance counselor and graduation coach to review course opportunities. CMHS offers elective career classes to interested students in grades 9-12 to do career research, interest inventories and personality tests in an effort to do effective career exploration that suits individual future success.

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

1. CMHS provides the following CTE courses to its students: Digital Information Technology 8207310, Digital Design 1 - 8209510, Digital Design 2 - 8209520, Digital Design 3 - 8209520; Medical Skill and Services - 8400320, Health Science - 8417100, Health Science 2 - 8417110, Allied Health Assisting - 8417131, Nursing Assistant 3 - 8417211; Agriculture Foundations - 8106810, Animal Science & Services 2- 8106210, Animal Science & Services 3- 8106220, Animal Science & Services 4- 8106230; Ag Biotechnology 2 - 8106850; Ag Biotechnology 3- 8106860; Cooperative Diversified Education - 8300420. These courses help to provide insight and relevance for students between the subjects they take and the careers that they choose. Industry Certifications available in the above listed programs include: CWI Internet Business Associate for the Digital Information Technology class, Adobe Indesign & Illustrator, Adobe Illustrator & Dreamweaver, and Adobe Illustrator & Photograph for the Digital Design Program, Certified Nursing Assistant, Emergency Medical Responder and Pharmacy Tech for the Health Science Programs, Animal Science, Ag Mechanics, Agritechnology, and Agriculture Biotechnology for the Agricultural Program. All of the certifications, except the C.N.A., provided college credit for related A.S. Programs through our local and state articulation agreements.

2. Students in grade 8 have the opportunity to complete the first course in the industry certification sequence for Business and Agriculture.

3. High school students have the opportunity to participate in Cooperative Diversified Education curriculum, in which they can receive on-the-job training with an outside employer while earning high school credit. Students enrolled in CTE programs are provided the opportunity to visit the college campus to tour CTE programs, meet with the program directors to learn about admission requirements, and learn about financial aid opportunities. The Career Pathways coordinator from the College of Central Florida meets with all CTE students in the fall and then meets with all CTE program completers in the Spring.

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

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

1. Students in grades 11 and 12 have the option of taking coursework to help them exit ready for college upon graduation such as Math for College Readiness.

2. All students in grades 9 through 12 with a college ready score on the P.E.R.T. and meet GPA requirements shall have an opportunity to complete dual enrollment coursework through a branch of the College of Central Florida (Chiefland campus), Santa Fe College (with permission) or the University of Florida online program (with permission). We are currently offering College and Career Success and Intro to Sociology on campus as another dual enrollment option.

3. Students who qualify will have access the the EMT and Welding programs through Dual Enrollment through CF.

4. High school students have an opportunity to participate in a number of Advanced Placement courses, which may result in college credit when and if a student passes the AP exam. Course

offerings for the 2017-18 school year include: AP Literature, AP Human Geography, AP Art History, AP Environmental Science and AP Spanish

5. All students enrolled in a Career and Technical Education Program have the opportunity to earn Industry Certification and articulated college credit through the articulation agreements with the College of Central Florida and Santa Fe College.

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

CMHS will increase student access to AP courses through student and parent awareness initiatives and PSAT data. AP teachers will be trained through the Summer Institutes. All 8-11th graders will take the PSAT assessment which will be used to determine their college readiness skills and AP potential. Guidance counselors will conduct data chats with students to highlight areas of strength and weakness. Teachers will have access to the data and conduct a needs assessment to determine next steps in preparing students for acceleration courses and college readiness. All juniors will take the SAT on campus through the partnership with College Board. Seniors who wish to take the SAT on that day can as well if they pay the costs associated with testing. High School ELA and Math teachers will build in 30 minutes a week for students to work on Khan Academy to help prepare for the test. Students have linked prior test data to Khan Academy to have personalized practice. We will include a College Night Open House through our partnership with Central Florida. The AP coordinator and graduation coach will hold parent information meetings regarding the benefits and challenges of taking AP courses. This will include but not be limited to scholarship opportunities for high school seniors based on academic rigor and SAT achievement scores.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

Points of Strength:

Grades 7, 8 and 9 increased the percentage of reading proficiency on the FSA ELA over the previous school year.

Grades 6, 7 and Geometry math scores were above the state average. In addition, Algebra I scores were the highest in three years.

Areas of Need:

Grades 6 and 10 had the lowest reading proficiency scores over a three year trend as evidenced by the FSA ELA.

No grade level has met or exceeded the state average in FSA ELA data.
Grade 8 had the lowest math proficiency scores over a three year trend.

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.

Teachers need time to collaborate to find and build resources that increase their knowledge and understanding of the standards and the depth of rigor each standard involves. Teachers need time to collaborate on effective, high impact strategies to improve students' achievement in ELA and math. They need mentoring and time to develop and implement progress monitoring tools that align with standards and adjust instruction based on the results of those assessments.

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.** Equip our teachers with high impact instructional strategies they feel confident implementing as measured by attendance/participation at PD workshops, submissions on Moodle through FDLRS bookstudy, teacher walkthroughs and evaluations.
- G2.** Our goal is to increase the percentage of proficient scores in 8th grade math by 3% and the pass rate for Algebra 1 EOC by 2% to meet or exceed the statewide average from the prior year administration as evidenced by iReady, PERT and standards based assessments by June, 2018.
- G3.** Our goal is to increase the percentage of proficient scores in reading by 7% as measured by iReady, FAIR, and Achieve assessments.

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. Equip our teachers with high impact instructional strategies they feel confident implementing as measured by attendance/participation at PD workshops, submissions on Moodle through FDLRS bookstudy, teacher walkthroughs and evaluations. 1a

G098844

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (VAM)	90.0

Targeted Barriers to Achieving the Goal 3

- Lack of support for teachers (PD, collaboration opportunities and resources)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources will include but not be limited to: 1. Professional Development-All teachers will be participating in the book study, High Impact Strategies by Jim Knight through FDLRS. 2. Collaboration opportunities-Instructional teachers will meet monthly. 3. Curriculum support-ELA and Math teachers will be trained in the use of Khan Academy which will be implemented 30 minutes weekly in those curriculums. 5. Common planning opportunities to develop and review curriculum maps with standards. 6. Common planning opportunities to develop and review teacher created assessments that align to standards that are used to drive instruction moving forward. 7. Formal small group meetings will be held to discuss and review high impact strategies discussed in the book study along with experiences from implementing the strategies and resources included in the study.

Plan to Monitor Progress Toward G1. 8

Monitor participation in and implementation of the strategies learned in the ongoing PD book study, High Impact Instruction by Jim Knight.

Person Responsible

Dennis Webber

Schedule

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

Evidence of Completion

Sign In sheets will be collected from PD. Documentation of participation in online Moodle assignments will be collected. Walkthrough data will be collected and on the effectiveness of implementation of high impact strategies.

G2. Our goal is to increase the percentage of proficient scores in 8th grade math by 3% and the pass rate for Algebra 1 EOC by 2% to meet or exceed the statewide average from the prior year administration as evidenced by iReady, PERT and standards based assessments by June, 2018. 1a

G098845

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	46.0
Algebra I EOC Pass Rate	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of support for teachers (PD, collaboration opportunities and resources)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources will include but not be limited to: 1. PST Teams 2. Professional Development including a math mentor teacher hired to help design progress monitoring assessments with teachers and model how the data is used to best drive instruction. In addition, math teachers will be participating in the book study, High Impact Strategies by Jim Knight through FDLRS. 3. Collaboration opportunities-Math teachers will meet monthly. 4. Curriculum to support teachers-High school math teachers will include 30 minutes of Khan Academy each week in their curriculum. Students have already been linked so their PSAT scores are linked to Khan so practice is prescribed, specific and intentional for each individual student. Teachers will be trained on how to view and run reports on Khan. In addition, a mentor teacher will be meeting with math teachers on a regular basis to help them create assessments that align with standards and instruction using Mastery Connect. 5. Common planning opportunities to develop and review curriculum maps with math standards. 6. Common planning opportunities to develop and review teacher created assessments that align to standards that are used to drive instruction moving forward.

Plan to Monitor Progress Toward G2. 8

Classroom walkthrough and student progress monitoring data will be collected to determine progress toward meeting this goal.

Person Responsible

Dennis Webber

Schedule

Monthly, from 8/9/2017 to 5/24/2018

Evidence of Completion

1. Walthrough data 2. Student progress monitoring data

G3. Our goal is to increase the percentage of proficient scores in reading by 7% as measured by iReady, FAIR, and Achieve assessments. 1a

G098846

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	49.0

Targeted Barriers to Achieving the Goal 3

- Lack of support for teachers (PD, collaboration opportunities)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources will include but not be limited to: 1. PST teams 2. Incentives 3. Professional development 4. Collaboration opportunities 5. Curriculum to support teachers 6. Time to develop curriculum maps with reading standards.

Plan to Monitor Progress Toward G3. 8

Classroom grades, progress monitoring and state data will be disaggregated and compared over time to see if there is an increase in the percentage of students demonstrating increased reading proficiency.

Person Responsible

Dennis Webber

Schedule

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

Evidence of Completion

1. Classroom grades 2. Progress monitoring data 2. State assessment data

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. Equip our teachers with high impact instructional strategies they feel confident implementing as measured by attendance/participation at PD workshops, submissions on Moodle through FDLRS bookstudy, teacher walkthroughs and evaluations. **1**

 **G098844**

G1.B1 Lack of support for teachers (PD, collaboration opportunities and resources) **2**

 **B266063**

G1.B1.S1 CMHS staff will be provided professional development and collaboration opportunities to increase understanding of new standards and the depth of rigor each standard involves. Teachers will work once a month to develop high impact lessons and progress monitoring assessments. **4**

 **S281997**

Strategy Rationale

We have enlisted FDLRS to help implement this PD knowing it would help with both fidelity and feasibility. By building in time to collaborate, teachers are more likely to build their knowledge, skill set and confidence in using high impact strategies. This will strengthen the essential condition of Professional Capacity, which includes public and collaborative teaching.

Action Step 1 **5**

Professional Development will be provided using High Impact Instruction by Jim Knight and facilitated by FDLRS.

Person Responsible

Christie McElroy

Schedule

Monthly, from 8/3/2017 to 5/4/2018

Evidence of Completion

Teachers will participate in discussions, moodle, sign-in sheets.

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

Moodles and book study discussions will be monitored by admin.

Person Responsible

Dennis Webber

Schedule

Monthly, from 9/6/2017 to 5/4/2018

Evidence of Completion

Instructional staff will complete assignments on the Moodle and participate in book discussions with their assigned group.

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

Admin will review data on student engagement, performance, and achievement.

Person Responsible

Dennis Webber

Schedule

Monthly, from 8/14/2017 to 5/4/2018

Evidence of Completion

Walk-thru data and progress monitoring data will be reviewed for evidence.

G2. Our goal is to increase the percentage of proficient scores in 8th grade math by 3% and the pass rate for Algebra 1 EOC by 2% to meet or exceed the statewide average from the prior year administration as evidenced by iReady,PERT and standards based assessments by June, 2018. 1

G098845

G2.B1 Lack of support for teachers (PD, collaboration opportunities and resources) 2

B266064

G2.B1.S1 CMHS staff will be provided professional development and collaboration opportunities to increase understanding of new standards and the depth of rigor each standard involves. Teachers will work once a month to develop high impact lessons and progress monitoring assessments. 4

S281998

Strategy Rationale

We have enlisted FDLRS to help implement this PD knowing it would help with both fidelity and feasibility. By building in time to collaborate, teachers are more likely to build their knowledge, skill set and confidence in using high impact strategies. This will strengthen the essential condition of Professional Capacity, which includes public and collaborative teaching.

Action Step 1 5

Classroom grades, progress monitoring and state data will be disaggregated and compared over time to see if there is an increase in the percentage of students demonstrating increased math proficiency.

Person Responsible

Dennis Webber

Schedule

Quarterly, from 9/6/2017 to 5/31/2018

Evidence of Completion

1. Data chats will happen monthly and classroom grades will be reviewed for improvement
2. Results from teacher created assessments will be reviewed monthly and instruction adjusted accordingly. Data will show an increase in math proficiency.
3. State data will be reviewed to see proficiency scores improve.

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

Moodle assignments, book study attendance, and book discussions will be monitored by FDLRS & admin

Person Responsible

Dennis Webber

Schedule

Monthly, from 8/9/2017 to 5/24/2018

Evidence of Completion

1. Moodle assignments 2. Sign In sheets for PD/Book study meetings 3. Walk through data demonstrating high impact strategies learned in book study 4. Student progress monitoring data

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

Walk through data, Moodle assignments and progress monitoring data will be used to monitor the effectiveness of the high impact strategy instruction book study.

Person Responsible

Dennis Webber

Schedule

Monthly, from 8/9/2017 to 5/24/2018

Evidence of Completion

1. Moodle assignments 2. Walk through data 3. Progress monitoring data

G3. Our goal is to increase the percentage of proficient scores in reading by 7% as measured by iReady, FAIR, and Achieve assessments. 1

G098846

G3.B2 Lack of support for teachers (PD, collaboration opportunities) 2

B266067

G3.B2.S1 CMHS staff will be provided professional development and collaboration opportunities to increase understanding of new standards and the depth of rigor each standard involves. Teachers will work once a month to develop high impact lessons and progress monitoring assessments. 4

S282000

Strategy Rationale

We have enlisted FDLRS to help implement this PD knowing it would help with both fidelity and feasibility. By building in time to collaborate, teachers are more likely to build their knowledge, skill set and confidence in using high impact strategies. This will strengthen the essential condition of Professional Capacity, which includes public and collaborative teaching.

Action Step 1 5

Instructional staff will participate in a book study using High Impact Instruction by Jim Knight, facilitated by FDLRS.

Person Responsible

Christie McElroy

Schedule

Monthly, from 8/9/2017 to 5/24/2018

Evidence of Completion

1. Attendance sheets from book study meetings 2. Moodle activities associated with the book 3. Walkthrough data 4. Student progress monitoring data

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Monthly bookstudy meetings will take place, with activities and support facilitated by FDLRS.

Person Responsible

Dennis Webber

Schedule

Monthly, from 8/9/2017 to 5/24/2018

Evidence of Completion

1. Sign in sheets for book study meetings 2. Walkthrough data 3. Moodle assignments 4. Student progress monitoring data

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Walkthroughs, moodle work, and student progress monitoring data will be reviewed for effectiveness.

Person Responsible

Dennis Webber

Schedule

Monthly, from 8/9/2017 to 5/24/2018

Evidence of Completion

1. Walkthrough data 2. Moodle assignments 3. Student progress monitoring data

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.B1.S1.MA1 M412826	Admin will review data on student engagement, performance, and achievement.	Webber, Dennis	8/14/2017	Walk-thru data and progress monitoring data will be reviewed for evidence.	5/4/2018 monthly
G1.B1.S1.MA1 M412827	Moodles and book study discussions will be monitored by admin.	Webber, Dennis	9/6/2017	Instructional staff will complete assignments on the Moodle and participate in book discussions with their assigned group.	5/4/2018 monthly
G1.B1.S1.A1 A380517	Professional Development will be provided using High Impact Instruction by Jim Knight and...	McElroy, Christie	8/3/2017	Teachers will participate in discussions, moodle, sign-in sheets.	5/4/2018 monthly
G2.MA1 M412831	Classroom walkthrough and student progress monitoring data will be collected to determine progress...	Webber, Dennis	8/9/2017	1. Walkthrough data 2. Student progress monitoring data	5/24/2018 monthly
G2.B1.S1.MA1 M412829	Walk through data, Moodle assignments and progress monitoring data will be used to monitor the...	Webber, Dennis	8/9/2017	1. Moodle assignments 2. Walk through data 3. Progress monitoring data	5/24/2018 monthly
G2.B1.S1.MA1 M412830	Moodle assignments, book study attendance, and book discussions will be monitored by FDLRS & admin	Webber, Dennis	8/9/2017	1. Moodle assignments 2. Sign In sheets for PD/Book study meetings 3. Walk through data demonstrating high impact strategies learned in book study 4. Student progress monitoring data	5/24/2018 monthly
G3.B2.S1.MA1 M412834	Walkthroughs, moodle work, and student progress monitoring data will be reviewed for effectiveness.	Webber, Dennis	8/9/2017	1. Walkthrough data 2. Moodle assignments 3. Student progress monitoring data	5/24/2018 monthly
G3.B2.S1.MA1 M412835	Monthly bookstudy meetings will take place, with activities and support facilitated by FDLRS.	Webber, Dennis	8/9/2017	1. Sign in sheets for book study meetings 2. Walkthrough data 3. Moodle assignments 4. Student progress monitoring data	5/24/2018 monthly
G3.B2.S1.A1 A380520	Instructional staff will participate in a book study using High Impact Instruction by Jim Knight,...	McElroy, Christie	8/9/2017	1. Attendance sheets from book study meetings 2. Moodle activities associated with the book 3. Walkthrough data 4. Student progress monitoring data	5/24/2018 monthly
G1.MA1 M412828	Monitor participation in and implementation of the strategies learned in the ongoing PD book study,...	Webber, Dennis	9/1/2017	Sign In sheets will be collected from PD. Documentation of participation in online Moodle assignments will be collected. Walkthrough data will be collected and on the effectiveness of implementation of high impact strategies.	5/31/2018 quarterly
G3.MA1 M412838	Classroom grades, progress monitoring and state data will be disaggregated and compared over time...	Webber, Dennis	9/1/2017	1. Classroom grades 2. Progress monitoring data 2. State assessment data	5/31/2018 quarterly
G2.B1.S1.A1 A380518	Classroom grades, progress monitoring and state data will be disaggregated and compared over time...	Webber, Dennis	9/6/2017	1. Data chats will happen monthly and classroom grades will be reviewed for improvement 2. Results from teacher created assessments will be reviewed monthly and instruction adjusted accordingly. Data will show an increase in math proficiency. 3. State data will be reviewed to see proficiency scores improve.	5/31/2018 quarterly

V. Professional Development Opportunities

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

G1. Equip our teachers with high impact instructional strategies they feel confident implementing as measured by attendance/participation at PD workshops, submissions on Moodle through FDLRS bookstudy, teacher walkthroughs and evaluations.

G1.B1 Lack of support for teachers (PD, collaboration opportunities and resources)

G1.B1.S1 CMHS staff will be provided professional development and collaboration opportunities to increase understanding of new standards and the depth of rigor each standard involves. Teachers will work once a month to develop high impact lessons and progress monitoring assessments.

PD Opportunity 1

Professional Development will be provided using High Impact Instruction by Jim Knight and facilitated by FDLRS.

Facilitator

FDLRS

Participants

Instructional Staff

Schedule

Monthly, from 8/3/2017 to 5/4/2018

VI. Technical Assistance Items

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