

School Board of Levy County

Chiefland Middle High School



2018-19 Schoolwide Improvement Plan

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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) High School 6-12	2017-18 Title I School Yes	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 84%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 23%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	B*

School Board Approval

This plan was approved by the Levy County School Board on 10/9/2018.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
McLelland, Matthew	Principal
Weingart, Lita	Instructional Coach
Gerhard, Julie	Instructional Coach
Crawford, Michelle	Other
Flemming, Jan	Teacher, K-12
Parks, Stephanie	Teacher, K-12
Perez, Valerie	Teacher, K-12
Brady, Michelle	Teacher, K-12
Ebert, Robert	Assistant Principal
Bray, Jennifer	Assistant Principal

Duties

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

The principal, Matthew McLelland, will act as the instructional leader of the school whom 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 walkthroughs and observations, administrators will ensure the implementation of strategies and activities are being carried out as agreed upon.

The Instructional coaches monitors data and participates in the decision making progress and the need for interventions in all subjects. They provides curricular support to teachers and with the principal plans for professional development. They also models best practices and assists in the

analysis of data and tracking student progress.

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.

Early Warning Systems

Year 2017-18

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	24	16	17	16	25	37	26	161
One or more suspensions	0	0	0	0	0	0	1	28	21	10	17	16	6	99
Course failure in ELA or Math	0	0	0	0	0	0	7	25	21	14	52	41	23	183
Level 1 on statewide assessment	0	0	0	0	0	0	52	28	31	23	34	34	13	215

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	114	84	98	96	102	110	87	691

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	6	2	5	0	0	4	0	17
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	2	4	7	4	0	1	18

Date this data was collected

Wednesday 8/22/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Chiefland Middle High School FSA results indicate low performance in English Language Arts and Science. The percentage of students scoring proficiency of a level 3 or higher in ELA was 47% and 49% in Science in the Spring of 2018. . Both below state averages. Students in the bottom quartile scored significantly below the district and state in growth, in ELA and Science. 37% of the bottom quartile of students showed growth in ELA. ELA FSA scores reflect a trend in low proficiency over the past 3 years.

Which data component showed the greatest decline from prior year?

Chiefland Middle High School's greatest decline from last year is in Science proficiency achievement scores which have dropped from 58% in 2016-2017 to 49% in 2017-2018. Although Science showed the greatest decline for 2017-2018 school year, ELA achievement level (47%) and learning gains (48%), consistently stays below the expected growth achievement level. ELA showed did a 2 point gain however, it continues to be a consistent struggle to make progress in our proficiency level therefore our priority focus will be on ELA growth and increasing performance levels.

Which data component had the biggest gap when compared to the state average?

Science indicates the largest gap with a decline of 18 points when compared to the state average for the 2017- 2018 school year. CMHS scored 49% achievement level compared to the state average of 67%. The decline in scores has been a consistent trend for the past 3 years. If we can improve our ELA

proficiency we do believe we can help close the gap in our Science performance. The largest gap for ELA was a 16 point decline in proficiency at grades 9 and 10.

Which data component showed the most improvement? Is this a trend?

Math learning gains showed the most improvement by moving from 54% to 64% proficiency. The data shows the last three years students math proficiency has increased scored from 47%, 52%, to 59%.

Describe the actions or changes that led to the improvement in this area.

The increase in math scores is attributed to the increased focus on standards based instruction in all grade levels.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	47%	0%	56%	43%	44%	52%
ELA Learning Gains	48%	0%	53%	48%	42%	46%
ELA Lowest 25th Percentile	37%	0%	44%	42%	34%	38%
Math Achievement	59%	0%	51%	47%	42%	43%
Math Learning Gains	64%	0%	48%	53%	37%	39%
Math Lowest 25th Percentile	46%	0%	45%	48%	33%	38%
Science Achievement	49%	0%	67%	57%	62%	65%
Social Studies Achievement	78%	0%	71%	75%	73%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	24 (19)	16 (21)	17 (26)	16 (20)	25 (33)	37 (23)	26 (47)	161 (189)
One or more suspensions	1 (24)	28 (20)	21 (26)	10 (22)	17 (20)	16 (12)	6 (13)	99 (137)
Course failure in ELA or Math	7 (10)	25 (13)	21 (12)	14 (0)	52 (0)	41 (0)	23 (0)	183 (35)
Level 1 on statewide assessment	52 (63)	28 (41)	31 (50)	23 (30)	34 (30)	34 (7)	13 (1)	215 (222)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	46%	35%	11%	52%	-6%
	2017	35%	38%	-3%	52%	-17%
Same Grade Comparison		11%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2018	54%	41%	13%	51%	3%
	2017	46%	37%	9%	52%	-6%
Same Grade Comparison		8%				
Cohort Comparison		19%				
08	2018	54%	48%	6%	58%	-4%
	2017	46%	40%	6%	55%	-9%
Same Grade Comparison		8%				
Cohort Comparison		8%				
09	2018	37%	40%	-3%	53%	-16%
	2017	41%	35%	6%	52%	-11%
Same Grade Comparison		-4%				
Cohort Comparison		-9%				
10	2018	37%	38%	-1%	53%	-16%
	2017	41%	38%	3%	50%	-9%
Same Grade Comparison		-4%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	61%	41%	20%	52%	9%
	2017	58%	39%	19%	51%	7%
Same Grade Comparison		3%				
Cohort Comparison						
07	2018	73%	56%	17%	54%	19%
	2017	54%	49%	5%	53%	1%
Same Grade Comparison		19%				
Cohort Comparison		15%				
08	2018	61%	38%	23%	45%	16%
	2017	43%	35%	8%	46%	-3%
Same Grade Comparison		18%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	43%	44%	-1%	50%	-7%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	54%	58%	-4%	65%	-11%
2017	67%	58%	9%	63%	4%
Compare		-13%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	84%	73%	11%	71%	13%
2017	78%	68%	10%	69%	9%
Compare		6%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	71%	66%	5%	68%	3%
2017	76%	73%	3%	67%	9%
Compare		-5%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	52%	44%	8%	62%	-10%
2017	58%	54%	4%	60%	-2%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	50%	48%	2%	56%	-6%
2017	67%	65%	2%	53%	14%
Compare		-17%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	24	16	24	43	31	19	37		89	41
BLK	20	33	38	27	41	36	25	67		86	50
HSP	62	52		66	73		61	88	36		
MUL	44	47		45	53						
WHT	51	50	34	65	68	54	52	79	44	91	75
FRL	42	45	36	55	62	48	44	74	27	87	62

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	2	26	33	17	40	34	13	48		93	50
ELL		50		10	42						
BLK	19	35	26	37	50	46	20	71		100	10
HSP	37	55	46	43	56	50	36	64			
MUL	33	38		53	60		45				
WHT	47	50	38	55	55	45	67	82	38	94	80
FRL	34	43	32	47	53	46	49	76	29	92	63

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Instruction
Rationale	<p>Chiefland Middle High School FSA results show a trend of low performance data in ELA, Mathematics lowest 25%, and Science. Test results indicate a need for a focus on data driven, purposeful, rigorous standards based instruction for all students.</p> <p>47% of the students showed achievement on the FSA ELA, 48% showed learning gains, and 37% of the bottom quartile showed gains. The ELA FSA data trend has consistently shown CMHS to stay below the state average.</p> <p>If teachers utilize data to drive instruction and create purposeful, rigorous standards based lessons for students, then student achievement and learning gains will increase for all students.</p>
Intended Outcome	The target for the 2018-2019 school year is to increase ELA achievement levels from 47% to 50%, ELA learning gains from 48% to 55%, and increase the learning gains of the Lowest 25% from 37% to 47%.
Point Person	Matthew Mcllelland (matthew.mcllelland@levyk12.org)
Action Step	
Description	Administrator/teacher data chats and teacher/student data chats will build understanding of student mastery and needs. Teachers will be provided with additional resources and training to provide differentiated instruction and support to all students. Grade 6-8 teachers will be working with Janet Bradley, a specialist in ELA instruction, to plan rigorous lesson aligned to the standards, on October 6, 16, and 22nd. Mrs. Bradley will continue to provide feedback and support through out the year. Grade 9-12 teachers are working with Rhonda Clyatt, a curriculum facilitator from NEFEC once a month on 8/11, 9/14, 10/16, and 11/15. Quarterly collaborative planning will include a focus on the standard driven instruction using paced curriculum maps, data analysis of growth, questioning, and rigorous assessments aligned to the curriculum standards. Teachers will have opportunities for constructive learning talks, and reflection with the leadership team. Teachers will participate in professional development opportunities to ensure lessons and assessments are rigorous and aligned to state curriculum standards.
Person Responsible	Matthew Mcllelland (matthew.mcllelland@levyk12.org)
Plan to Monitor Effectiveness	
Description	Sign in documentation and meeting minutes from monthly collaborative plannings will be shared with administrators and kept for lesson plans. Data chats and notes will be kept. All teachers will work in collaborative subject area or grade level teams to plan instruction, monitor student achievement levels, and align assessments. Lesson plans will be done through planbook and monitored by administration. Students will take a semester assessment purchased by the district every 9 weeks, and a mid-term exam. All assessments will be used for data analysis and growth monitoring in order to plan lessons, reteach standards, and fill in gaps for students.
Person Responsible	Matthew Mcllelland (matthew.mcllelland@levyk12.org)

Activity #2

Title Parent and Family Engagement

Rationale Family and parent engagement opportunities will provide meaningful opportunities for parents to understand standards and expectations for their child. As parents gain a better understanding of standards, they will be able to support learning at home. Data based on Title 1 Parent Welcome Back Survey 17-18, 31% parents surveyed would like more information on how they can get involved. 55% of parents indicated on survey the flyers and information that was sent home was helpful.

Intended Outcome Parents will gain a better understanding of the standards for students; student achievement will increase. The target for the 2018-2019 school year is to have 45% of parents would like more information on how they can get involved and 65% of parents will indicate that was sent home was helpful.

Point Person Matthew Mclelland (matthew.mclelland@levy12.org)

Action Step

Description Faculty and staff will provide family engagement opportunities throughout the school year centered around reading, math, and science. CMHS will hold Parent Conference Nights to meet and communicate concerns, grades, and student progression. CMHS will also provide 4 Parent Community Nights, where teachers will plan standards based activities for each grade level and students will have Accelerated Reader testing opportunities.

Person Responsible Matthew Mclelland (matthew.mclelland@levy12.org)

Plan to Monitor Effectiveness

Description Parents will have an opportunity to complete a survey at the end of each family night. The leadership team will monitor its effectiveness through attendance on the parental sign in sheets and the outcome from the activities provided on those nights and the 2018-2019 Title 1 Parent Survey in March.

Person Responsible Matthew Mclelland (matthew.mclelland@levy12.org)

Activity #3

Title Level 1's on Statewide Assessments

Rationale CMHS FSA results for 2018 indicate a 27.38% of the student body scored a level one in ELA. 2017 indicated that 25.36% were level ones, and 2016 was 26.9%. The results show a consistent trend of level ones which averages around 30% of our student body. With a data driven instructional focus, and purposeful, rigorous, standards based lessons, student achievement levels will increase.

Intended Outcome The target for the 2018-2019 school year is to decrease ELA level ones from 2018's 27% to 17% or lower.

Point Person Matthew Mclelland (matthew.mclelland@levyk12.org)

Action Step

Description Teachers are will conduct data chats with teams, administrators, and school instructional leaders to identify and monitor level one students through growth monitoring and direct data driven instruction.

Person Responsible Matthew Mclelland (matthew.mclelland@levyk12.org)

Plan to Monitor Effectiveness

Description Data chats and notes will be kept from all collaborative meetings. Teachers will work in grade level and subject area teams to collaborate, monitor student achievement, plan focus standards driven instruction, identifying struggling students, and align assessments. Administrators will monitor data through planbook, diagnostic assessments, growth monitoring assessments through instructional leaders.

Person Responsible Matthew Mclelland (matthew.mclelland@levyk12.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

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

Studies have shown that when families are engaged in their children's education, the student achievement increases and drop-out rates decrease.

Parents will be "partners" with the school working together sharing their knowledge and helping to make decisions, determination of goals and outcomes for student's success. We will have two (2) afternoon conference sessions for students that are performing below grade level or in danger of failing. As well as, scheduled parent/teacher conferences during the school day.

We use numerous modes of communication (Remind, Facebook, newsletters, phone calls, SAC) to

inform the parents of events and important information.

As a PBS school we have teachers that use teacher bucks as part of their classroom reward system, student of the month recognition, positive postcards, A/B and all A honor roll rewards, and finally nine weeks and semester rewards celebrations for no absences or tardies.

PFEP Link

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

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 has been 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. Counseling services provided by the school counselor based on referrals, IEP meetings, and Section 504 Plans. Additional Counseling services will be provided by our District Licensed School Psychologist as determined by the school team. Assistant Principals, Guidance Counselors, and the Graduation Coach will review attendance data and meet 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.

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.

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 II, Title IV, Title IX, and Title I Part A funds.

IDEA provides support for our students with disabilities to receive services in the least restrictive environment. IDEA funds support school personnel to provide services to students with disabilities, curriculum, and supplies. Additional support provided to the school are but not limited to CARD, VR, Regional Local Assistive Technology Specialist, MTSS/RtI State Project and PS/RtI Technology & Learning Connections. 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 Licensed Psychologist and School Social Worker will identify and evaluate the needs of students with behaviors challenges and coordinate support to the students.

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.

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.

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.

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. Student 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. SWD students are being taught on Florida Access Points Standards within the general education classroom. General Education teachers will be provided support and training to assist, plan, teach, and assess all students within the classroom on Florida Access Points Standards.

Part V: Budget

Total:	\$0.00
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