



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Chiefland Middle High School

808 N MAIN ST

Chiefland, FL 32626

352-493-6000

[www.levy.k12.fl.us/schools/chs/](http://www.levy.k12.fl.us/schools/chs/)

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 28%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 24%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> B
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>16</b>
<b>Goals Summary</b>	<b>23</b>
<b>Goals Detail</b>	<b>23</b>
<b>Action Plan for Improvement</b>	<b>27</b>
<b>Part III: Coordination and Integration</b>	<b>36</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>37</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>40</b>

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Chiefland Middle High School

##### Principal

Matt Mclelland

##### School Advisory Council chair

Alesha Smith

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Matthew McLelland	Principal
Joelene Vining	Assistant Principal
Kelly Gore	Assistant Principal
Jim O'Neal	Dean
LaVerne Bell	Reading Coach
Katie Corbin	Reading Coach
Melody Irizarry	English
Jennifer Isenhoward	Math
Roberta Kidd	8th Grade
Christie McElroy	Guidance
Stephanie Parks	7th Grade
Mary Phillips	6th Grade
Lita Weingart	Curriculum Coach
Susie Slaughter	ESE
Lois Solly	Guidance
Valerie Perez	History

#### District-Level Information

##### District

Levy

##### Superintendent

Mr. Robert O Hastings

##### Date of school board approval of SIP

10/8/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Membership of the SAC**

Membership will include the requirements as defined by SAC guidelines so our membership matches the demographics in our school.

Principal: Matt McLelland

Chairperson: Alesha Smith leads meeting

Vice-chairperson: Jennifer Anderson acts in absence of president and is chairmen of all standing committees

Secretary: Debra Brock maintain accurate minutes, prepare agenda, contact members regarding meetings

Members: attend meetings, participate in discussions, and vote on issues

Parents and Business Community: Angela Johnson, Joy Parker, Christie Reed, Nina Hudson, Lynn Stockman, Tammy Boyle, Stacey Swain, Alesha Smith

Staff: Katie Corbin, Sherry Hallman, Debra Brock, LaVerne Bell, Beverly Smith, Jennifer Anderson

**Involvement of the SAC in the development of the SIP**

SAC will read, revise, and edit the School Improvement Plan as made possible through deadlines and meeting dates.

**Activities of the SAC for the upcoming school year**

SAC will meet on a regular schedule (monthly) as determined by committee consensus. They will help determine priorities for the school to meet established goals and spending decisions associated with the School Improvement Plan.

**Projected use of school improvement funds, including the amount allocated to each project**

N/A

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

Not In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

We are in the process of merging two committees into one due to combining schools. At the first meeting we will establish roles and duties of all members. We will review the SIP at that time, and set up a regular meeting schedule that meets group consensus. In order to solicit members:

1. Parents & community members will be notified of the meetings through the local online newspaper (Hardison, Ink), traditional local newspapers (Chiefland Citizen & Levy County Journal) , school website, marquee in front of the school, Skyward and phone home messages.

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Matt Mclelland</b>		
Principal	Years as Administrator: 8	Years at Current School: 6
<b>Credentials</b>	Master of Education, Leadership Bachelor of Arts, Elementary Education Endorsements and Certificates Educational Leadership Elementary Education English, 6-9	
<b>Performance Record</b>	2012-2013 Pending 2011-2012 A 2010-2011 A 2009-2010 B 2008-2009 C 2007-2008 B	

<b>Joelene Vining</b>		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
<b>Credentials</b>	Master of Education, Education Administration Bachelor of Arts in Elementary Education Endorsements and Certificates ESOL Endorsed Educational Leadership Elementary Education	
<b>Performance Record</b>	Williston Elementary School, 4th Grade Teacher 2012-2013 C 2011-2012 B 2010-2011 B 2009-2010 B 2008-2009 A 2007-2008 B 2006-2007 B 2005-2006 A	



<b>Kelly Gore</b>		
Asst Principal	Years as Administrator: 3	Years at Current School: 2
<b>Credentials</b>	Master of Education, Educational Leadership Bachelor of Arts, Elementary Education Endorsements and Certificates Educational Leadership Elementary Education Business Education, 6-12	
<b>Performance Record</b>	Chiefland Middle School 2012-2013 B Williston Middle School 2011-2012 A 2010-2011 A	

**Instructional Coaches**

<b># of instructional coaches</b>	2
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b>Instructional Coach Information:</b>	

<b>LaVerne Bell</b>		
Full-time / District-based	Years as Coach: 4	Years at Current School: 4
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelors in Elementary Education Masters in Educational Media & Instructional Design Certifications: Media K-12 Endorsements: Reading	
<b>Performance Record</b>	CMS 2012-13 "B" School CMS 2011-12 "A" School CMS 2010-2011- "A" School, 74% AYP CMS 2009-2010 "A" School, 90% AYP CMS 2008-2009 "A" School, 87% AYP	

<b>Katie Corbin</b>		
Full-time / District-based	Years as Coach: 4	Years at Current School: 4
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelors in Elementary Education Masters in Reading & Literacy Endorsements: Reading	
<b>Performance Record</b>	2012-2013 Pending 2011-2012 A 2010-2011 A 2009-2010 B	

**Classroom Teachers**

<b># of classroom teachers</b>	48
<b># receiving effective rating or higher</b>	16, 33%
<b># Highly Qualified Teachers</b>	92%
<b># certified in-field</b>	44, 92%
<b># ESOL endorsed</b>	11, 23%
<b># reading endorsed</b>	9, 19%
<b># with advanced degrees</b>	15, 31%
<b># National Board Certified</b>	1, 2%
<b># first-year teachers</b>	3, 6%
<b># with 1-5 years of experience</b>	8, 17%
<b># with 6-14 years of experience</b>	16, 33%
<b># with 15 or more years of experience</b>	21, 44%

**Education Paraprofessionals**

**# of paraprofessionals**

6

**# Highly Qualified**

6, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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, Common Core State 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.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Teachers who are in their first or second year of employment within the county are provided a mentor that has completed at least 3 years of effective teaching. This mentor teacher has proven to be one of quality and has attended professional development(Clinical Educator Training) to instruct them on how best to guide the new teacher. Mentors are required to meet monthly with their new teacher and discuss specific topics that will help to best equip the instructor for daily academic success. Mentors may conduct observations in an effort to provide specific feedback.

Mentor/Mentee

Taven Bennett/Raquel Beauchamp (Health Occupations)

Josine Burgman/Chad Hodges (Music)

Mary Phillips/Chad Brock (Math)

Stephanie Parks/Jennifer Langston (Math)

Sue Slaughter/Donna Cravey (Science)

Heather Darus/Jennifer Raulerson (Language Arts)

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Teachers are expected to monitor and track their students' performance weekly through the use of a data notebook. If student performance on classroom grades and progress monitoring assessments show deficiencies or lack of expected growth, teachers will identify them and present names to the MTSS/Rtl Team. Once students are identified, the MTSS/Rtl team will collaborate and suggest appropriate interventions for the student. Teachers will provide interventions as deemed necessary and track progress toward goals in an effort to improve student performance. Teachers are expected to maintain records of interventions and the response of students to those interventions. Data reviewed and used to make decisions include: Levy Interim Assessments (LIAs), Florida Assessment of Reading (FAIR), Scholastic Reading Inventory (SRI), Reading Progress Indicator (RPI), and classroom tests/quizzes/projects. Data chats will be conducted 2 times per month with the MTSS/Rtl team.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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 MTSS/Rtl Team, including the Reading Coaches, Guidance Counselors, Dean, and Department Chairs, the MTSS/Rtl team will collaborate and suggest appropriate interventions for the student. Teachers will provide interventions as deemed necessary and track progress toward goals in an effort to improve student performance.

All instructional staff help to monitor student data and identify anyone who may need additional interventions or support either behaviorally or academically to be more successful at school. The MTSS/Rtl Team will work collaboratively to suggest appropriate interventions for identified students. Additionally the team will meet 2 times per month with faculty members working with identified students to determine if the interventions in place are effective. At that time, the team will make decisions regarding next steps.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

All faculty members monitor classroom grades, progress monitoring data, and student interaction in the classroom to ensure struggling students are identified.

Administrators ensure the fidelity of the strategies and activities agreed upon through classroom walk-throughs, observations, lesson plans, and testing data. Instructional staff participate in 2-4 individualized data chats throughout the year with administration. These chats stem from guiding questions generated ahead of time by the administrator that ask teachers to drill down on their data in order to identify specific struggling students and the intervention or support they are giving. In order to monitor the progress toward meeting AMO targets and SIP goals, instructional staff will compare progress monitoring data to targets during data chats.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

FAIR, LIA, attendance records, classroom grades, referrals

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The district provides behavior analyst consultations as needed for behavior issues. As Debra Brock is trained in the RtI process through the district, she will return to the school based site to offer more support/explanations/examples for teachers involved in the process.

## Literacy Leadership Team (LLT)

### Names and position titles of the members of the school-based LLT

Name	Title
Matthew McLelland	Principal
Joelene Vining	Assistant Principal
Kelly Gore	Assistant Principal
LaVerne Bell	Reading Coach
Katie Corbin	Reading Coach
Lois Solly	Guidance
Christie McElroy	Guidance
Lita Weingart	Curriculum Coach
Melody Irizarry	English
Valerie Perez	History
Sue Slaughter	ESE
Mary Phillips	6th Grade
Stephanie Parks	7th Grade
Roberta Kidd	8th Grade

### How the school-based LLT functions

The LLT functions in a way that helps support and carry out school initiatives. They will review school achievement data on a regular basis and make adjustments to curriculum practices to improve performance as it relates to our school improvement goals and state requirements. They will meet monthly as a team and again with their departments to disseminate information and to ensure decisions made are carried out with fidelity among teams. The team will offer support across all content areas in an effort to support the school and district reading initiatives including complex text and close reading strategies.

### Major initiatives of the LLT

Major initiatives this year will include strategies to improve the achievement levels of African American students and Students with Disabilities. Mentoring will be a school wide initiative to improve achievement levels with struggling students. The staff mentoring at CMHS will strive to make connections with students and build relationships that encourage attendance, responsibility, and academic excellence. Additionally, CMHS faculty and staff will strive to include grammatically correct writing in all content areas. CMHS will read across all content areas in an effort to support the school and district reading initiatives including complex text and close reading strategies.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Chiefland Middle School and Chiefland High School merged at the beginning of the 2013-14 school year. Four CTE Teachers are NG-CARPD'd and have attended the NGCATER program for reading interventions.

All instructional staff are expected to attend regular professional development that supports district initiatives set forth in the K-12 reading plan. Reading coaches will provide the majority of trainings. Teachers regularly review student data in an effort to identify areas of strength and weaknesses and to set common instructional goals to make improvements as needed. The analysis of data drives all decision-making. Professional development will include Comprehension Instructional Sequence, the use of complex text, Common Core, close reading, and text dependent questions. Reading is promoted by all teachers through individual content areas. Elements of literacy are expected to happen in all classes and will be looked for on a set schedule that has been communicated by the administration.

Follow up activities will be done on a regular basis and monitored through the use of classroom walk-throughs, lesson plans, and lesson study activities.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

1. CMHS provides the following CTE courses to its students: Accounting Applications 1 - 8203310, Accounting Applications 2 - 8203320, Computing for College and Careers - 8209020, Digital Design 1 - 8209510, Digital Design 2 - 8209520, Digital Design 3 - 8209520; Medical Skill and Services - 8400320, Health Science - 8417100, Health Science 2 - 8417110, Allied Health Assisting - 8417131, Nursing Assistant 3 - 8417211; Agriculture Foundations - 8106810, Agri-Technology 1 - 8106820. Agri-Technology 2 8106830, Ag Biotechnology 2 - 8106850; Cooperative Diversified Education - 8300420. These courses help to provide insight and relevance for students between the subjects they take and the careers that they choose.
2. Students in grade 8 have the opportunity to complete the first course in the industry certification sequence for Business and Agriculture.
3. All students in Career/Technical Education (CTE) courses receive Ready to Work curriculum, and have opportunities to test in order to earn Ready to Work credentials.
4. High school students have the opportunity to participate in Cooperative Diversified Education curriculum, in which they can receive on-the-job training with an outside employer while earning high school credit.

### How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

1. The school promotes academic and career planning during the spring and summer of each school year to ensure that students are able to enroll into those courses and programs that will promote interest into each selected field of study. The Programs of Study that are offered at CMHS include: Agriculture, Food and Natural Resources; Business Management and Administration; Health Science; and Cooperative Diversified Education - OJT.
2. Students in grade 8 are asked to complete the Choices career planning curriculum. This curriculum helps students match their abilities with their interests and skills. At the end of the process, students develop an online educational plan (called an ePEP) to determine career goals.

### Strategies for improving student readiness for the public postsecondary level

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 that have not earned a college ready score are required to take the Post-secondary Educational Readiness Test (P.E.R.T.), and are placed in Math for College Readiness and/or English 4: College Prep courses if they do not score "college ready".
2. All students in grades 11 and 12 with a college ready score on the P.E.R.T. shall have an opportunity to complete dual enrollment coursework through a branch of the College of Central Florida (Chiefland campus).
3. 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 2013-14 school year include: AP Literature, AP Spanish, AP Human Geography, AP Psychology, AP Environmental Science, AP World History
4. CMHS is committed to using AVID strategies school wide to promote college and career readiness. Students have an opportunity to participate in an AVID class through an application process.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	58%	Yes	63%
American Indian				
Asian				
Black/African American	42%	30%	No	48%
Hispanic	56%	53%	No	60%
White	61%	64%	Yes	65%
English language learners				
Students with disabilities	37%	30%	No	43%
Economically disadvantaged	51%	51%	Yes	56%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	134	58%	63%
Students scoring at or above Achievement Level 4	76	33%	38%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		72%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		38%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	160	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	45	67%	72%



**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		16%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		16%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		16%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	47	53%	58%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	58	55%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	39	100%	100%
Middle school performance on high school EOC and industry certifications	39	100%	100%

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	69%	Yes	50%
American Indian				
Asian				
Black/African American	39%	55%	Yes	45%
Hispanic		50%		
White	45%	73%	Yes	51%
English language learners				
Students with disabilities	38%	38%	Yes	45%
Economically disadvantaged	41%	62%	Yes	47%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	38%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	72%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	167	67%	72%
Students in lowest 25% making learning gains (EOC)	60	50%	55%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	37	42%	47%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	52%	57%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	12%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	62%	67%
Students scoring at or above Achievement Level 4	20	16%	21%

**Area 4: Science**

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	46%	51%
Students scoring at or above Achievement Level 4	25	22%	27%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**High School Science**

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	100%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	77%	82%
Students scoring at or above Achievement Level 4	32	31%	36%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	151	34%	39%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	60	14%	19%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		96%	100%
Students taking one or more advanced placement exams for STEM-related courses	15	3%	8%
<b>CTE-STEM program concentrators</b>			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	529	68%	73%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	86	68%	73%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		71%	76%
Students taking CTE industry certification exams	97	92%	97%
Passing rate (%) for students who take CTE industry certification exams		85%	90%
CTE program concentrators	69	73%	78%
CTE teachers holding appropriate industry certifications	4	60%	65%

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	35	33%	28%
Students who fail a mathematics course	11	3%	0%
Students who fail an English Language Arts course	3	0%	0%
Students who fail two or more courses in any subject	16	4%	0%
Students who receive two or more behavior referrals	182	56%	51%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	14	4%	0%

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	173	39%	34%
Students in ninth grade with one or more absences within the first 20 days	94	74%	69%
Students in ninth grade who fail two or more courses in any subject	27	21%	16%
Students with grade point average less than 2.0	33	26%	21%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	100	23%	18%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	54	12%	7%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	9	2%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	87	78%	83%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	15	71%	76%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0		

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

See Parent Involvement Plan

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

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Our goal is to increase the achievement of our African American and Hispanic students as evidenced by the percentage of students earning a proficient score on achievement tests.
- G2.** Our goal is to increase the achievement of students as evidenced by the percentage of students earning a proficient score on the FCAT Writing 2.0.
- G3.** Our goal is to increase the achievement of our students with disabilities as evidenced by the percentage of students earning a proficient score.

## Goals Detail

**G1.** Our goal is to increase the achievement of our African American and Hispanic students as evidenced by the percentage of students earning a proficient score on achievement tests.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

### Resources Available to Support the Goal

- Resources will include but not be limited to a mentoring program, after school tutoring, and motivational incentives.

### Targeted Barriers to Achieving the Goal

- lack of appropriate mentors
- lack of student participation in after school tutoring
- lack of background knowledge and foundational skills

## Plan to Monitor Progress Toward the Goal

LIA, FAIR, Write Score, and classroom grade data will be dissected and compared over time to see if African American and Hispanic students are increasing achievement levels.

### Person or Persons Responsible

Administration Instructional Staff

### Target Dates or Schedule:

Monthly Data Chats

### Evidence of Completion:

1. classroom grades improve
2. LIA, FAIR, and Write Score data show an increase in achievement levels
3. an increase of student engagement during walk throughs
4. increase in completion of assignments

**G2.** Our goal is to increase the achievement of students as evidenced by the percentage of students earning a proficient score on the FCAT Writing 2.0.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- CTE
- Parental Involvement

### Resources Available to Support the Goal

- Writing Curriculum, Writing Rubrics, Writing Anchor sets

### Targeted Barriers to Achieving the Goal

- teachers lack experience teaching writing across content areas



## Plan to Monitor Progress Toward the Goal

Teachers and administrators will monitor monthly writing prompt scores to ensure scores are improving each time a student takes a writing practice test.

### Person or Persons Responsible

Teachers and administrators

### Target Dates or Schedule:

monthly

### Evidence of Completion:

Student Prompts

**G3.** Our goal is to increase the achievement of our students with disabilities as evidenced by the percentage of students earning a proficient score.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

### Resources Available to Support the Goal

- Resources will include but not be limited to professional development, technology assistance such as Kurzweil, paraprofessional support, after school tutoring, copies of teacher notes from lessons, motivational incentives, and leveled instructional materials.

### Targeted Barriers to Achieving the Goal

- Limited teacher experience with resources & strategies for mainstreamed ESE students
- Limited attendance in after school tutoring
- Limited instructional materials that supplement and scaffold the core instruction

## Plan to Monitor Progress Toward the Goal

The leadership team will dissect the LIA, FAIR, and classroom grade data over time to determine if students with disabilities are making adequate progress based on the strategies and resources implemented.

### **Person or Persons Responsible**

Administration Leadership Team

### **Target Dates or Schedule:**

Monthly data chats

### **Evidence of Completion:**

Classroom Grades will improve Walk through data will show an increase in student engagement LIA, FAIR, and Write Score Achievement data will show an increase

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Our goal is to increase the achievement of our African American and Hispanic students as evidenced by the percentage of students earning a proficient score on achievement tests.

**G1.B1** lack of appropriate mentors

**G1.B1.S1** Establish a mentoring program for students to build connections with adults.

#### **Action Step 1**

1. Ask for volunteers to sign up as mentors. 2. Identify target students and review first quarter grades to prioritize needs. 3. Match students with mentors, based on the best fit

#### **Person or Persons Responsible**

Administration Leadership Team

#### **Target Dates or Schedule**

after first quarter progress reports

#### **Evidence of Completion**

1. roster with assigned mentors and students

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

1. Mentors will turn in documentation of contact with students monthly 2. Administrators and leadership team will check documentation for mentor contact and make revisions as necessary

#### **Person or Persons Responsible**

Administration Leadership Team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

mentor calendar documenting contact with students

## Plan to Monitor Effectiveness of G1.B1.S1

Monitor data to ensure mentors are meeting with students and students are progressing toward goals.

### Person or Persons Responsible

Administration Instructional Staff

### Target Dates or Schedule

Monthly

### Evidence of Completion

1. Classroom grades 2. LIA, FAIR, and Write Score progress monitoring data 3. Student engagement during classroom walk throughs 4. Attendance records

## G1.B2 lack of student participation in after school tutoring

**G1.B2.S1** CMHS will promote after school tutoring and provide incentives for attending students.

### Action Step 1

1. Phone home 2. Post information about tutoring opportunities on our school website 3. Teachers will promote tutoring within their classrooms. 4. Use Skyward to email parents and post tutoring information to the family access calendar 5. Post tutoring days and times on the marquee 6. Provide incentives for students that attend tutoring (snacks, extra credit where applicable, free entry into athletic events for regular attendees)

### Person or Persons Responsible

Administrators Instructional Staff Paraprofessionals

### Target Dates or Schedule

Beginning September 2013 and continuing through May 2014

### Evidence of Completion

Posters/Flyers inviting students to attend tutoring

### Plan to Monitor Fidelity of Implementation of G1.B2.S1

1. Instructional staff will be available to provide quality tutoring
2. Student sign in logs will be maintained

#### **Person or Persons Responsible**

Administrators Sherry Hallman LaVerne Bell

#### **Target Dates or Schedule**

Monitored weekly

#### **Evidence of Completion**

Sign in sheets LIA, FAIR, and Write Score progress monitoring data Classroom grades

### Plan to Monitor Effectiveness of G1.B2.S1

Data will be dissected and compared over time to see if students attending tutoring show improvement

#### **Person or Persons Responsible**

Administrators Instructional Staff

#### **Target Dates or Schedule**

Monthly Data Chat meetings

#### **Evidence of Completion**

Classroom grades LIA, FAIR, and Write Score progress monitoring data

## **G1.B4** lack of background knowledge and foundational skills

**G1.B4.S1** CMHS staff will be provided professional development opportunities with an emphasis on closing the achievement gap for African American students.

### **Action Step 1**

1. Research available book study and professional development opportunities. 2. Determine how to best support the teachers with meeting the needs of students 3. Order books and schedule professional development

#### **Person or Persons Responsible**

Administrators Katie Corbin LaVerne Bell

#### **Target Dates or Schedule**

January 15, 2013

#### **Evidence of Completion**

Implementation of book study strategies as noted through walk through and observation data

#### **Facilitator:**

Reading Coaches

#### **Participants:**

Administrators Katie Corbin LaVerne Bell

## **Plan to Monitor Fidelity of Implementation of G1.B4.S1**

1. Attendance of faculty members at both PD days through rosters 2. Completion of the accompanying study guide 3. Implementation of book study strategies as noted through walk through and observation data

#### **Person or Persons Responsible**

Administrators

#### **Target Dates or Schedule**

February 2014-June 2014

#### **Evidence of Completion**

Professional Development roster Study Guides Walk through data

## Plan to Monitor Effectiveness of G1.B4.S1

Monitor implementation of strategies learned through professional development

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

Throughout the year

### Evidence of Completion

1. Lesson plans 2. Walk through data 3. Observations 4. Progress monitoring data

**G2.** Our goal is to increase the achievement of students as evidenced by the percentage of students earning a proficient score on the FCAT Writing 2.0.

**G2.B5** teachers lack experience teaching writing across content areas

## G2.B5.S1 Writing Training

### Action Step 1

A Writing Trainer will come for one whole day to complete a writing training that is driven by the CCSS. Teachers implement follow-up to training.

### Person or Persons Responsible

A Writing Trainer and Administration

### Target Dates or Schedule

Early Release Day

### Evidence of Completion

lesson plans include writing activities walk through data shows exemplary writing work posted and students are engaged in the writing process across all content areas classroom grades reflect grades that include writing tasks across all content areas

### Facilitator:

Writing Trainer

### Participants:

All instructional staff

### **Plan to Monitor Fidelity of Implementation of G2.B5.S1**

Administrators will monitor lesson plans, classroom grades, exemplary writing samples, and walk through data to ensure teachers incorporate writing across all content areas with attention to the the five school-wide writing commandments.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

lesson plans include writing activities walk through data shows exemplary writing work posted and students are engaged in the writing process across all content areas classroom grades reflect grades that include writing tasks across all content areas

### **Plan to Monitor Effectiveness of G2.B5.S1**

Administrators will monitor monthly writing prompt scores to ensure the percentage of students earning a proficient score is increasing.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

Students in 8th and 10th grade ELA classes will show improvement on monthly writing prompt scores classroom grades on writing tasks improve



**G3.** Our goal is to increase the achievement of our students with disabilities as evidenced by the percentage of students earning a proficient score.

**G3.B1** Limited teacher experience with resources & strategies for mainstreamed ESE students

**G3.B1.S1** Access FDLRS and SEDNET to provide professional development regarding research based resources and strategies teachers can use in their classroom to differentiate instruction to best meet the needs of mainstreamed ESE students.

**Action Step 1**

Professional development on research based strategies and resources to help ESE students. Teachers will implement strategies as follow up to professional development.

**Person or Persons Responsible**

Reading Coaches Joelene Vining Debra Brock

**Target Dates or Schedule**

On an early release day first and second semester.

**Evidence of Completion**

Observe classroom strategies & resources used in classroom walk throughs.

**Facilitator:**

Representative from FDLRS and/or SEDNET

**Participants:**

All Instructional Staff

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Monitor attendance & participation at professional development Observe classroom strategies & resources used in classroom walk throughs.

**Person or Persons Responsible**

Reading Coaches Joelene Vining Kelly Gore Matt McLelland

**Target Dates or Schedule**

throughout the year

**Evidence of Completion**

Sign in rosters Lesson Plans Walk through data

### Plan to Monitor Effectiveness of G3.B1.S1

LIA, FAIR, and classroom grade Data will be dissected and compared to walk through data. Correlations will be determined in the effectiveness of the application of the PD that was offered.

#### Person or Persons Responsible

Administration Instructional Staff

#### Target Dates or Schedule

throughout the year

#### Evidence of Completion

Data from LIA, FAIR, Classroom Grades Walk through information

### G3.B6 Limited instructional materials that supplement and scaffold the core instruction

**G3.B6.S1** Request materials from agencies such as FDLRS, MDTP, SEDNET, and grants such as TIF and the K-12 Reading Grant.

#### Action Step 1

1. Contact outside agencies to determine what resources are available. 2. Determine what resources are needed by our students with disabilities. 3. Request the resources needed.

#### Person or Persons Responsible

Reading Coaches ESE department Administration

#### Target Dates or Schedule

Throughout the school year

#### Evidence of Completion

1. Resources obtained

### Plan to Monitor Fidelity of Implementation of G3.B6.S1

1. Follow up on requests made by teachers 2. Follow up with the distribution of resources as they come in.

#### Person or Persons Responsible

Administration Reading Coaches

#### Target Dates or Schedule

Throughout the school year

#### Evidence of Completion

1. Teacher feedback 2. Classroom walk throughs 3. Lesson plans including the resources obtained

## Plan to Monitor Effectiveness of G3.B6.S1

Monitor student performance as it relates to the resources obtained.

### **Person or Persons Responsible**

Administration Instructional Staff

### **Target Dates or Schedule**

Throughout the school year

### **Evidence of Completion**

1. Classroom grades 2. Progress monitoring data 3. Classroom walk through data 4. Teacher feedback

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Administrators allocated 5% of the total Title I budget to non-SES tutoring, prior to any other money being allocated. Funds were set aside for teacher salaries and reading coaches. Additionally, money has been allocated from the Title I budget to provide professional development throughout the school year. The Coordinator of Food Services wrote and received a federal grant for all students in Levy County to receive free breakfast and lunch. CMHS faculty will track instruction related to nutrition in order to complete the requirements for district wellness plan. Homeless students and economically disadvantaged students are provided an opportunity to receive hygiene products from personnel at the health room. Additionally school supplies are provided as needed. School personnel serve as a liaison between homeless and potential resources. As part of our Violence Prevention Program, CMHS keeps a full time resource officer on campus during school hours and events. He helps maintain order and safety for all students. All teachers have been provided Zero Tolerance for Bullying posters and information regarding steps to take for suspected bullying. The guidance counselor provides counseling as needed. High school students are provided the opportunity to participate in the CTE program where they can receive on the job training during school hours.

#### Title II

District funds are used to purchase technology equipment that supports classroom instruction. This money is also used to provide professional development for teachers and administrators.

#### Title III

Services are provided by the district to support English Language Learners in the classroom setting.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Our goal is to increase the achievement of our African American and Hispanic students as evidenced by the percentage of students earning a proficient score on achievement tests.

### **G1.B4** lack of background knowledge and foundational skills

**G1.B4.S1** CMHS staff will be provided professional development opportunities with an emphasis on closing the achievement gap for African American students.

#### **PD Opportunity 1**

1. Research available book study and professional development opportunities. 2. Determine how to best support the teachers with meeting the needs of students 3. Order books and schedule professional development

#### **Facilitator**

Reading Coaches

#### **Participants**

Administrators Katie Corbin LaVerne Bell

#### **Target Dates or Schedule**

January 15, 2013

#### **Evidence of Completion**

Implementation of book study strategies as noted through walk through and observation data

**G2.** Our goal is to increase the achievement of students as evidenced by the percentage of students earning a proficient score on the FCAT Writing 2.0.

**G2.B5** teachers lack experience teaching writing across content areas

**G2.B5.S1** Writing Training

**PD Opportunity 1**

A Writing Trainer will come for one whole day to complete a writing training that is driven by the CCSS. Teachers implement follow-up to training.

**Facilitator**

Writing Trainer

**Participants**

All instructional staff

**Target Dates or Schedule**

Early Release Day

**Evidence of Completion**

lesson plans include writing activities walk through data shows exemplary writing work posted and students are engaged in the writing process across all content areas classroom grades reflect grades that include writing tasks across all content areas

**G3.** Our goal is to increase the achievement of our students with disabilities as evidenced by the percentage of students earning a proficient score.

**G3.B1** Limited teacher experience with resources & strategies for mainstreamed ESE students

**G3.B1.S1** Access FDLRS and SEDNET to provide professional development regarding research based resources and strategies teachers can use in their classroom to differentiate instruction to best meet the needs of mainstreamed ESE students.

**PD Opportunity 1**

Professional development on research based strategies and resources to help ESE students. Teachers will implement strategies as follow up to professional development.

**Facilitator**

Representative from FDLRS and/or SEDNET

**Participants**

All Instructional Staff

**Target Dates or Schedule**

On an early release day first and second semester.

**Evidence of Completion**

Observe classroom strategies & resources used in classroom walk throughs.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Our goal is to increase the achievement of our African American and Hispanic students as evidenced by the percentage of students earning a proficient score on achievement tests.	\$7,975
G2.	Our goal is to increase the achievement of students as evidenced by the percentage of students earning a proficient score on the FCAT Writing 2.0.	\$3,500
Total		\$11,475

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Other	Evidence-Based Program	Total
Title I	\$6,600	\$1,375	\$3,500	\$11,475
Total	\$6,600	\$1,375	\$3,500	\$11,475

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Our goal is to increase the achievement of our African American and Hispanic students as evidenced by the percentage of students earning a proficient score on achievement tests.

**G1.B2** lack of student participation in after school tutoring

**G1.B2.S1** CMHS will promote after school tutoring and provide incentives for attending students.

#### Action Step 1

1. Phone home 2. Post information about tutoring opportunities on our school website 3. Teachers will promote tutoring within their classrooms. 4. Use Skyward to email parents and post tutoring information to the family access calendar 5. Post tutoring days and times on the marquee 6. Provide incentives for students that attend tutoring (snacks, extra credit where applicable, free entry into athletic events for regular attendees)

#### Resource Type

Personnel

#### Resource

Tutoring

#### Funding Source

Title I

#### Amount Needed

\$6,600



**G1.B4** lack of background knowledge and foundational skills

**G1.B4.S1** CMHS staff will be provided professional development opportunities with an emphasis on closing the achievement gap for African American students.

**Action Step 1**

1. Research available book study and professional development opportunities. 2. Determine how to best support the teachers with meeting the needs of students 3. Order books and schedule professional development

**Resource Type**

Other

**Resource**

Book

**Funding Source**

Title I

**Amount Needed**

\$1,375

**G2.** Our goal is to increase the achievement of students as evidenced by the percentage of students earning a proficient score on the FCAT Writing 2.0.

**G2.B5** teachers lack experience teaching writing across content areas

**G2.B5.S1** Writing Training

**Action Step 1**

A Writing Trainer will come for one whole day to complete a writing training that is driven by the CCSS. Teachers implement follow-up to training.

**Resource Type**

Evidence-Based Program

**Resource**

Professional Development

**Funding Source**

Title I

**Amount Needed**

\$3,500