

ChIPLEY High School



2014-15 School Improvement Plan

Chipley High School

1545 BRICKYARD RD, Chipley, FL 32428

<http://chs.wcsdschools.com>

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

27%

Alternative/ESE Center

No

Charter School

No

Minority

23%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	B	B

School Board Approval

This plan was approved by the Washington County School Board on 11/10/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

CHS-A place for success.

School Environment

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

CHS offers every student a homeroom on a weekly basis. The homeroom teacher is assigned to their students for four consecutive years. Over the four year period student/teacher relationships are created. Clubs and extra curricular activities are also available for all students that foster emphasis on student's interests such as the science club, drama club and key club.

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

There is a School Resource Officer on campus all day and the officer is visible between class changes.

SRO also visits classrooms and monitors cafeteria during both lunch periods. The school discipline policy is published in the handbook, posted in visible places and allows student discipline to remain consistent. Administrators and teachers are visible between class changes as well as making classroom visits.

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

CHS has a discipline plan in place that is posted in visible locations, sent home in student planners and placed on the school's website.

Chipley High School Disciplinary Action 2014-2015

Alcohol/Drugs/Controlled Substance/Weapons

- Use, possession, sale, and Under the Influence.
- Refer to the WCSB Code of Conduct Zero Tolerance.

Assault/Battery on School Board Employee

- Refer to the WCSB Code of Conduct Zero Tolerance.

Bus Misbehaviors

- 1st – Warning and Parent contact by driver
- 2nd --Principal conference with parent
- 3rd – Bus suspension – Five (5) Days
- 4th – Bus Suspension – 10 (10) Days
- 5th -- Recommendation for expulsion from bus

Cheating/Forgery

- 1st – Parent contact, Zero on assignment.
- 2nd – Same as above and ASD – One (1) Day
- 3rd -- Saturday School – One (1) Day
- 4th – OSS – Three (3) Days and consider alternative placement

Defacing Property and Vandalism

- Minor-- Restitution and campus clean-up 2hrs/3days
- Major-- OSS 1-3 days/Restitution/Police Charges Filed

Dress Code Violation

- 1st – Warning/ Contact Parent
- 2nd - ASD – One (1) Day
- 3rd - OSS – One (1) Day
- 4th - OSS - Two (2) Days (Willful Disobedience)
- 5th - Consider alternative placement

Dress Code Violation (FL.Statute 1006.07)

- 1st - Warning/Contact Parent
- 2nd - Contact Parent/Ineligible for extracurricular activities up to 5 days
- 3rd - Saturday School/Ineligible for extracurricular activities up to 20 days/written notice
- 4th - Saturday School/Ineligible for extracurricular activities up to 30 days/written notice

Defiance of Authority

Disrespect /Profanity /Harassing/ Taunting to Staff

- 1st - Saturday School – One (1) Day
- 2nd - OSS – Three (3) Days
- 3rd - OSS – Five (5) Days
- 4th - Referral for alternative placement

Disruptive Behavior

- 1st - ASD - One (1) Day
- 2nd - Saturday School - One (1) Day
- 3rd - Saturday School – Two (2) Days
- 4th - OSS - Three (3) Days

Electronic Devices on campus

- 1st - Confiscate and returned to student at the end of the day
- 2nd - Confiscate device and parent picks up item
- 3rd - Confiscate, parent picks up, student not allowed to bring item remainder of the year
- 4th – See Defiance of Authority infractions

Fighting – Minor

Loud arguing, words back and forth, pushing, shoving,
but stops immediately when adult intervenes.

- 1st - Saturday School – One (1) Day
- 2nd - OSS – Three (3) Days Charges pending with Law enforcement
- 3rd - OSS – Five (5) Days and Referral for alternative placement

Fighting – Major

Extremely loud arguing with profanity back and forth, licks exchanged
and refusal to stop when adult intervenes. Continue to fight even though
adults are attempting to get the situation under control. Trying to break
away from adults and continuing to make threats.

- 1st - OSS –Five to Ten Days Charges pending with Law Enforcement
- 2nd - OSS – Ten (10) Days; Police charges – Referral for alternative placement

Hitting/Striking another student

- 1st - OSS Three (3) Days
- 2nd - OSS Five (5) Days
- 3rd - OSS Ten (10) Days and Referral for alternative placement

Leaving Campus Without Permission

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

- 2nd – Saturday School – Three (3) days and loss of driving privileges for 9 weeks
- 3rd – OSS- Three (3) days and loss of driving privileges for remainder of the year.
- 4th – Referral for alternative placement

Leaving Class Without Permission

- 1st ASD – One (1) Day
- 2nd Saturday School – One (1) Day
- 3rd OSS Three (3) Days

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

- 1st – ASD – One (1) Day
- 2nd – Saturday School – One (1) Day
- 3rd – OSS – Three (3) Days
- 4th – OSS – Five (5) Days and becomes willful disobedience

Public Display of Affection

- 1st - Conference; warning
- 2nd - ASD – One (1) day
- 3rd - Saturday School – One (1) day

Skipping Class

- 1st - ASD– One (1) Day
- 2nd - Saturday School – One (1) Day
- 3rd - OSS – Two (2) Days / Referral for alternative placement

Smoking/ Tobacco Products

- 1st - Saturday School – One (1) Day
- 2nd - OSS – Three (3) Days
- 3rd - OSS –Five (5) Days
- 4th - Referral for alternative placement

Tardies

- 1st– ASD – One (1) day
- 2nd – Saturday School One (1) day
- 3rd – OSS - Three (3) days

Technology Misuse

- 1st - Contact Parent; zero on assignment; No use of school technology for 9 weeks
- 2nd - OSS – Three (3) Days; No use of school technology for the remainder of the year
- 3rd - OSS – Five (5) Days; Referral for alternative placement

Theft

- 1st – Saturday School – One (1) Day Restitution and Parent contact, Charges Filed
- 2nd –OSS- Three (3) Days, Restitution and Parent contact, Charges Filed
- 3rd - OSS – Five (5) Days Restitution and Parent contact, Charges Filed

** ASD – After School Detention – 3 p.m. - 4p.m.

***Saturday School – 7 a.m. – 11 a.m.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

CHS has two guidance counselors that are available for counseling related to academic concerns as well as emotional concerns. Our guidance counselors are able to electronically schedule appointments for individual students which makes access to these counselors much easier and more efficient. Mentors through Take Stock in children are also on campus meeting with students as needed. CHS also has access to Life Management services.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Currently CHS is able to use our FOCUS portal to access information regarding students who appear to be at risk in areas such as attendance, testing history, grades and behavior. We are updating our other data platform, Performance Matters to have an EWS feature as well which will allow us at a click of a button to build a report showing students who are meeting two or more EWS indicators. This information will then be shared with respective homeroom teachers and teachers of record for those students so that strategies can be in place to help.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	32	44	26	4	106
One or more suspensions	22	40	19	11	92
Course failure in ELA or Math	30	28	42	11	111
Level 1 on statewide assessment	34	21	6	6	67

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	20	18	16	3	57

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

CHS holds a homeroom period each week on Wednesday. This period is set aside for homeroom teachers to be able to build relationships with the students they are assigned as freshmen. The homeroom teacher has conversations regarding graduation requirements, may conduct graduation checks on homeroom students and becomes keenly aware of student attendance and concerns. Another strategy for our students identified at risk is

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/191145>.

Description

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

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

CHS prides itself in building relationships with local community partners in order obtain resources and necessary support to help fund many clubs, activities and undertakings. Partnerships with several local banks and business help support our agriculture programs, many of our athletic teams and clubs. Students are also recognized for academic achievements by local businesses and partnerships from the community. Numerous scholarships are made available to CHS students from these business and community partnerships. Our Take Stock in Children program involves community members who give up time to come and mentor selected students. CHS also works with the Florida Panhandle Technical College and local colleges to make certain students have information on course offerings for career paths and dual enrollment/college courses.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Williams, Charles	Principal
Holley, Nancy	Assistant Principal
McKinney, Tiffany	Guidance Counselor
Hodge, Rachel	Guidance Counselor
Malloy, LaJuana	Instructional Coach
Kincaid, Jennifer	Instructional Coach

Duties

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

School-based leadership team members serve as facilitators during the grade level/ subject level meetings. Leadership members also provide school data results and help create plans for improving the core and also improve individual student performance.

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

During the course of the school year (including during pre-planning, once each quarter and during post planning), teachers meet in both grade level and subject level groups. During this time, teachers and the leadership team members discuss students who are at risk based on attendance, discipline, grades, and test scores which include all standardized state testing and benchmark assessments. The Director of Federal Programs provides our budget for all of the programs listed above. These funds are used to provide parent involvement opportunities, updating technology for students, supplemental materials for classroom teachers and students.

All students receive free breakfast and lunch through the nutrition program.
 All Juniors/Seniors qualify for ACT/SAT waivers based upon the Free Lunch Program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Robin Pemberton	Parent
Howard Hodge	Business/Community
Prince Meckenberg	Student
Jorge Bauzo	Parent
Brenda Lee	Parent
Julie Jeffries	Parent
Charles Williams	Principal
William Chomos	Teacher
Sandra Solger	Education Support Employee
Stacey Clark	Business/Community
Theodis Lee	Parent
Jayde Smelcer	Student
Ray Hodges	Parent
Mechele Kent	Parent
Brandon Spencer	Parent
Heather Steele	Parent

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

The goals and targets set in this plan are based on suggestions from parents, students and school staff/administration. After information was entered into the plan, the school advisory council reconvened to make any further amendments. The advisory council also made a personal connection with the "Parent Involvement" section in order to create more opportunities for parents to be engaged at CHS.

Preparation of the school's annual budget and plan

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

Parent Involvement activities--\$500
 Testing fees for low/middle income students--\$2348
 Student incentives for attendance/behaviors--\$500

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Kincaid, Jennifer	Instructional Coach
Schimpf, Carol	Teacher, K-12
Park, Valerie	Teacher, ESE
Coleman, Margaret	Instructional Media
Broom, Kristi	Teacher, K-12
collins, belinda	Teacher, K-12
sapp, jennifer	Teacher, K-12
Butler, Stephanie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The CHS Literacy Leadership Team will continue to work to access a consistent curriculum for ELA. They will strive to help content area reinforce the importance of teaching reading strategies and understand that connecting reading skills to the content are vital in increasing student achievement.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

CHS teachers are involved in Monthly Planning Period Meetings where at least one administrator and both Academic Analysts meet with teachers on their planning period to inform instruction, share information regarding strategies, evaluation and data. These meetings then tie directly to specific Department Meetings led by the chair where notes are take and intentional detail is given to topics from the monthly meeting or that have become an area of concern by the group. As a result of the creation of our Orders of Instruction for all subject areas, Professional Learning Communities have begun to develop. These meet on early release days and selected calendar days to work create more collaborative opportunities to streamline curriculum, pacing and instruction. Many of these PLCs are cross district meetings and involve all district teachers in the subject not just CHS teachers. The CHS Leadership Team is involved in working together with our newly formed School Improvement Team to help identify solutions and strategies for goals selected in our plan. This information is then rolled out to each department by the Leadership Team.

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

Chipley High School's focus is on improving student achievement. We make a concerted effort to attract highly motivated and highly qualified teachers to ensure all students have the opportunity to achieve academic success. The following are some recruitment/incentive strategies used to gain and retain teachers:

- Free professional development
 - Bonus incentives for highly effective teachers
 - Funding for certain certification exam fees and endorsements
- Person Responsible: Charles Williams

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

CHS has two new math teachers this year that will be mentor by two of our veteran math instructors. Rationale: Certification and Years of Experience

Activities: Professional Development, Weekly Meetings on School Level, two Meetings each month on the District Level, Weekly Observations

* The District offers new teacher mentoring program(Washington County New Teacher Induction Program) to all new/beginning teachers. Academic Analyst provide trainings on each evaluation domain and Academic Specialists serve as mentors to these new staff on campus with face to face follow up.*

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Springboard curriculum has been added to the ELA department in order to create a consistent path from middle to high school and to help reinforce rigorous coursework. Our ELA and Math adoption process involves teachers and a lengthy procedure for choosing texts. Teachers meet and are given rubrics to evaluate all programs and then a collective decision is made based on the standards, resources an overall quality of the program.

Orders of Instruction have been developed by analysts and teachers working collectively in order to ensure standards based instruction occurs in a timely manner for all students. These orders are being expanded into Curriculum Maps which will ensure pacing is adequate and consistent across all content areas; Continued

Progress Monitoring is done by using Discovery Education Assessment no less than two times per year. This data allows teachers to inform instruction based on whether or not specific standards are mastered. Also FAIR is used in a similar manner for the ELA component.

Instructional Strategies

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

CHS uses Discovery Education Assessment to progress monitor all high stakes testing areas along with many other content areas. This data is collected and then shared with students and teachers by the Academic Analyst. Teachers are encouraged to use this data to help group students with similar deficits in order to work on those areas to gain mastery. FAIR and DEA data is also available for ELA

departments. Support classrooms where Exceptional Student Education teachers teach side by side with General Education teachers also exist for students who need these services..

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

Strategy: Summer Program

Minutes added to school year:

Summer School is offered for students who need to earn credits or work toward passing the Algebra I End of Course.

Strategy Rationale

Giving students an additional opportunity to regain credits and/ or pass the Algebra I End of Course helps meet graduation requirements.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McKinney, Tiffany, tiffany.mckinney@wcsdschools.com

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

Retake assessments and reports on grades from the program being used for summer school curriculum

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

9th grade orientation is offered for all incoming freshmen and parents to help create a smooth transition from middle school to high school. Our 8th grade students from our feeder school make a visit during the year and are guided through a tour of the high school campus. Registration is conducted early and parents are encouraged to be part of this process. Remind 101 is a platform used to send out text messages and keep information current for all students and parents. Many college night and parent nights are scheduled throughout the year to keep upper classmen aware of college opportunities and one night is set aside so that parents and students can come together with guidance counselors and complete the FASFA application for financial aid. Scholarship opportunities are shared continuously so that all students know what is available and have ample time to complete the needed paperwork to apply.

College and Career Readiness

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

During the course of the year, school counselors, teachers, and administration share ways for students to plan for careers. This includes sharing their own college/career experiences, directing

students to resources for college/career planning and, usually during the early Spring, an academic scheduling committee (along with Teacher Advisers) meet with students and parents on an individual basis in order to chart a plan for graduation and beyond.

Students are encouraged to be marketable to the employment world. In order to support this, CHS advises students to take courses that will give them a certificate or degree when they complete that particular program. Certification programs offered on the campus include PLTW, Microsoft certification, and most recently Agri-Tech certification courses.

Along with these, students are offered Dual Enrollment courses from both a local state (community) college and our local technical center.

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

Chipley High School offers Project Lead the Way courses that apply engineering, mathematics, science and technology content in order to promote student's interest and pathway into the engineering field of study. These subjects also come with an industry certification when completed that helps with college entrance and job skills for later.

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

Based on the High School Feedback Report, each year at CHS, the percentage of graduates who completed a college prep curriculum has increased. Along with students who are successfully completing the 1st Level College Math and College English. Also, the percentage of students required to take the remedial level of these courses has decreased. Below are strategies to improve that trend:

- Educate students and parents about the importance of participating in rigorous instruction.
- Open communication between all grade levels including elementary and middle school levels in order to vertically plan instructional concepts and encourage rigor across all disciplines.
- Provide resources to assist students in "future planning" (i.e. electronic interest surveys, college/career finders and data bases, human resources, financial aid resources, etc.)
- Effectively share data with students and parents regarding PSAT
- Assist students in registering and preparing for post-secondary placement exams

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers at CHS increase rigor and challenging instruction throughout ALL coursework , then students will be college and career ready.
- G2.** If CHS has effective collaboration and communication, then student learning will reach all of CHS' Annual Measureable Outcomes.
- G3.** If all CHS teachers consistently use the orders of instruction and curriculum maps to ensure standards based instruction, then student proficiency will meet or exceed the State targets for the Florida Standards Assessments for Reading and Math, increase the percentage of students passing the Biology End of Course to 80% and 75% will show proficiency on local assessments/ SAE.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If teachers at CHS increase rigor and challenging instruction throughout ALL coursework , then students will be college and career ready. 1a

G048622

Targets Supported 1b

Indicator	Annual Target
College Readiness Mathematics	65.0
Advanced coursework completion - H.S.	90.0
4-Year Grad Rate (Standard Diploma)	80.0

Resources Available to Support the Goal 2

- Take Stock in Children
- Florida Partnership
- Colleges
- Panhandle Technical College
- AP classes
- ACT,PSAT, College testing
- Industrial Certification Courses(PLTW, Ag, Microsoft)
-

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of course/program offerings
- Social/economic background(first generation college students, application/scholarship process)
- Duplications of course offerings(Honors/AP/Regular)

Plan to Monitor Progress Toward G1. 8

Progress Monitoring data, ACT prep

Person Responsible

Tiffany McKinney

Schedule

Semiannually, from 9/1/2014 to 6/4/2015

Evidence of Completion

PERT scores, ACT, graduation rate, advanced coursework enrollment, technical college enrollment

G2. If CHS has effective collaboration and communication, then student learning will reach all of CHS' Annual Measureable Outcomes. 1a

G048581

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0
AMO Math - All Students	67.0
Bio I EOC Pass	80.0

Resources Available to Support the Goal 2

- Common Planning
- Remind 101, School Messenger
- FOCUS: Parent/Student Portal
- Orders of Instruction and Curriculum Maps(PLCs)
- Monthly Planning Period Meetings
- Analysts

Targeted Barriers to Achieving the Goal 3

- "Buy-in" from teachers

Plan to Monitor Progress Toward G2. 8

Minutes from team meetings, leadership meetings, PLCs and other collaborative opportunities will be collected.

Person Responsible

Charles Williams

Schedule

Semiannually, from 10/1/2014 to 6/4/2015

Evidence of Completion

Increase AMOs

G3. If all CHS teachers consistently use the orders of instruction and curriculum maps to ensure standards based instruction, then student proficiency will meet or exceed the State targets for the Florida Standards Assessments for Reading and Math, increase the percentage of students passing the Biology End of Course to 80% and 75% will show proficiency on local assessments/SAE. 1a

G048509

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0
FSA - Mathematics - Proficiency Rate	67.0
Bio I EOC Pass	80.0

Resources Available to Support the Goal 2

- More content classes taken by 9th graders
- Orders of Instruction and Curriculum Maps
- Progress Monitoring data
- NGCAR-PD Teachers
- CPALMS
- Common Planning in core subjects
- Academic Analysts

Targeted Barriers to Achieving the Goal 3

- Skill gaps (Math and ELA)
- Vertical Planning (6-12)
- New Test Platforms/ Standards

Plan to Monitor Progress Toward G3. 8

Progress Monitoring data, lesson plans,

Person Responsible

Charles Williams

Schedule

Weekly, from 9/29/2014 to 6/4/2015

Evidence of Completion

FSA, local assessment(SAE)

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. If teachers at CHS increase rigor and challenging instruction throughout ALL coursework , then students will be college and career ready. **1**

 G048622

G1.B1 Limited knowledge of course/program offerings **2**

 B121299

G1.B1.S1 To inform our students about the opportunities available through the technical college **4**

 S133308

Strategy Rationale

We believe if we expose our students early in their school career to the vocational offerings at the technical college they will take advantage of these opportunities.

Action Step 1 **5**

Field trip for all 10th grade CHS students

Person Responsible

Tiffany McKinney

Schedule

On 1/7/2015

Evidence of Completion

pictures of visit, bus requests

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

Students will register for advanced coursework or course offerings at college or technical college.

Person Responsible

Rachel Hodge

Schedule

On 3/31/2015

Evidence of Completion

Registration

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

Guidance Counselors will meet with college liaisons and secure appropriate paperwork for student enrollment.

Person Responsible

Tiffany McKinney

Schedule

On 9/1/2015

Evidence of Completion

Applications and enrollment

G1.B3 Duplications of course offerings(Honors/AP/Regular) 2

 B121325

G1.B3.S1 Administrators and teachers will collaborate as the master schedule is developed to create pathways conducive to increased enrollment in advanced coursework. 4

 S133361

Strategy Rationale

Students will not be given an option to take the less rigorous pathway.

Action Step 1 5

Math teachers and administrators will meet regularly to discuss and plan math pathways conducive to helping reduce skill gaps for students.

Person Responsible

Charles Williams

Schedule

Quarterly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Sign in sheets and minutes from meetings, revised schedules showing new pathways for students in mathematics.

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

Administrators will use conversations and strategies discussed in department meetings when developing the next year's master schedule and course offerings.

Person Responsible

Charles Williams

Schedule

Annually, from 9/29/2014 to 6/4/2015

Evidence of Completion

New pathway offered for master scheduling purposes and registration

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

New schedule for next school year will offer a different pathway for some content areas to help reduce skill gaps being seen to date.

Person Responsible

Charles Williams


Schedule

On 6/4/2015

Evidence of Completion

New pathways offered for master schedule and registration

G2. If CHS has effective collaboration and communication, then student learning will reach all of CHS' Annual Measureable Outcomes. 1

 G048581

G2.B4 "Buy-in" from teachers 2

 B121247

G2.B4.S1 Collaborative meetings within Departments 4

 S133227

Strategy Rationale

We believe that if all teachers have meaningful data driven, instructional based conversations that a culture will be developed that fosters openness and collaboration.

Action Step 1 5

Schedule department meetings

Person Responsible

Charles Williams

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

emails, minutes, sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Topics given for discussion starters

Person Responsible

Charles Williams

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

sign ins, minutes, agendas

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Leadership team meetings will report back at set times to review earlier meetings, needs, resources, barriers, etc.

Person Responsible

Charles Williams

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

AMOs increase

G3. If all CHS teachers consistently use the orders of instruction and curriculum maps to ensure standards based instruction, then student proficiency will meet or exceed the State targets for the Florida Standards Assessments for Reading and Math, increase the percentage of students passing the Biology End of Course to 80% and 75% will show proficiency on local assessments/SAE. **1**

 G048509

G3.B2 Skill gaps (Math and ELA) **2**

 B121047

G3.B2.S1 Transitional level focus on students moving from elementary to middle and middle to high **4**

 S132989

Strategy Rationale

We believe that if we begin a meaningful, data driven conversation with our feeder school/s then opportunities will arise for realistic solutions to decrease existing skill gaps.

Action Step 1 **5**

School level administrators will have conversations about existing skill level gaps and solutions.

Person Responsible

Charles Williams

Schedule

Semiannually, from 10/1/2014 to 6/4/2015

Evidence of Completion

Action Step 2 **5**

After administrators' meetings analysts will facilitate PLCs for working on set goals from administrations' meetings

Person Responsible

Schedule

Evidence of Completion

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

Action plan will be developed from administrators' meeting identifying specific next steps to help reduce existing skill gaps.

Person Responsible

Nancy Holley

Schedule

Semiannually, from 10/1/2014 to 6/4/2015

Evidence of Completion

written plan

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

Next year's scheduling will look different, baseline progress monitoring will look different, Math and ELA pathways may be adjusted.

Person Responsible

Charles Williams

Schedule

Annually, from 7/1/2015 to 7/1/2016

Evidence of Completion

Master schedule, less remedial courses required

G3.B4 New Test Platforms/ Standards 2

B121049

G3.B4.S1 Academic Analysts will work with all teachers in consistently updating and implementing Orders of Instruction as well as building Curriculum Maps to ensure standards based instruction occurs.

4

S136249

Strategy Rationale

We believe that higher levels of consistent standards based instruction will improve all student achievement.

Action Step 1 5

Updating and continuing to develop Orders of Instruction and Curriculum Maps for all subjects.

Person Responsible

Nancy Holley

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Lesson plans, Updated Orders of Instruction, Completed Curriculum Maps, Sign in sheets from PLCs.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Progress Monitoring data will be reviewed and Orders of Instruction/Maps will be reviewed.

Person Responsible

Nancy Holley

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Monthly planning period agendas/minutes, sign in sheets/agendas from PLC meetings, Analysts calendars, updated Orders of Instruction

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Orders of Instruction will be reviewed and updated, Curriculum Maps will be completed

Person Responsible

Nancy Holley

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Updated Orders of Instruction, Curriculum Maps, Lesson plans, sign in sheets and agendas from meetings

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A1	School level administrators will have conversations about existing skill level gaps and solutions.	Williams, Charles	10/1/2014		6/4/2015 semiannually
G2.B4.S1.A1	Schedule department meetings	Williams, Charles	10/1/2014	emails, minutes, sign in sheets	6/4/2015 monthly
G1.B1.S1.A1	Field trip for all 10th grade CHS students	McKinney, Tiffany	1/7/2015	pictures of visit, bus requests	1/7/2015 one-time
G3.B4.S1.A1	Updating and continuing to develop Orders of Instruction and Curriculum Maps for all subjects.	Holley, Nancy	9/29/2014	Lesson plans, Updated Orders of Instruction, Completed Curriculum Maps, Sign in sheets from PLCs.	6/4/2015 monthly
G1.B3.S1.A1	Math teachers and administrators will meet regularly to discuss and plan math pathways conducive to helping reduce skill gaps for students.	Williams, Charles	9/29/2014	Sign in sheets and minutes from meetings, revised schedules showing new pathways for students in mathematics.	6/4/2015 quarterly
G3.B2.S1.A2	After administrators' meetings analysts will facilitate PLCs for working on set goals from administrations' meetings			one-time	
G1.MA1	Progress Monitoring data, ACT prep	McKinney, Tiffany	9/1/2014	PERT scores, ACT, graduation rate, advanced coursework enrollment, technical college enrollment	6/4/2015 semiannually
G1.B1.S1.MA1	Guidance Counselors will meet with college liaisons and secure appropriate paperwork for student enrollment.	McKinney, Tiffany	4/1/2015	Applications and enrollment	9/1/2015 one-time
G1.B1.S1.MA1	Students will register for advanced coursework or course offerings at college or technical college.	Hodge, Rachel	3/2/2015	Registration	3/31/2015 one-time
G1.B3.S1.MA1	New schedule for next school year will offer a different pathway for some content areas to help reduce skill gaps being seen to date.	Williams, Charles	9/29/2014	New pathways offered for master schedule and registration	6/4/2015 one-time
G1.B3.S1.MA1	Administrators will use conversations and strategies discussed in department meetings when developing the next year's master schedule and course offerings.	Williams, Charles	9/29/2014	New pathway offered for master scheduling purposes and registration	6/4/2015 annually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Minutes from team meetings, leadership meetings, PLCs and other collaborative opportunities will be collected.	Williams, Charles	10/1/2014	Increase AMOs	6/4/2015 semiannually
G2.B4.S1.MA1	Leadership team meetings will report back at set times to review earlier meetings, needs, resources, barriers, etc.	Williams, Charles	10/1/2014	AMOs increase	6/4/2015 monthly
G2.B4.S1.MA1	Topics given for discussion starters	Williams, Charles	10/1/2014	sign ins, minutes, agendas	6/4/2015 monthly
G3.MA1	Progress Monitoring data, lesson plans,	Williams, Charles	9/29/2014	FSA, local assessment(SAE)	6/4/2015 weekly
G3.B2.S1.MA1	Next year's scheduling will look different, baseline progress monitoring will look different, Math and ELA pathways may be adjusted.	Williams, Charles	7/1/2015	Master schedule, less remedial courses required	7/1/2016 annually
G3.B2.S1.MA1	Action plan will be developed from administrators' meeting identifying specific next steps to help reduce existing skill gaps.	Holley, Nancy	10/1/2014	written plan	6/4/2015 semiannually
G3.B4.S1.MA1	Orders of Instruction will be reviewed and updated, Curriculum Maps will be completed	Holley, Nancy	9/29/2014	Updated Orders of Instruction, Curriculum Maps, Lesson plans, sign in sheets and agendas from meetings	6/4/2015 monthly
G3.B4.S1.MA1	Progress Monitoring data will be reviewed and Orders of Instruction/ Maps will be reviewed.	Holley, Nancy	9/29/2014	Monthly planning period agendas/ minutes, sign in sheets/agendas from PLC meetings, Analysts calendars, updated Orders of Instruction	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. If all CHS teachers consistently use the orders of instruction and curriculum maps to ensure standards based instruction, then student proficiency will meet or exceed the State targets for the Florida Standards Assessments for Reading and Math, increase the percentage of students passing the Biology End of Course to 80% and 75% will show proficiency on local assessments/SAE.

G3.B4 New Test Platforms/ Standards

G3.B4.S1 Academic Analysts will work with all teachers in consistently updating and implementing Orders of Instruction as well as building Curriculum Maps to ensure standards based instruction occurs.

PD Opportunity 1

Updating and continuing to develop Orders of Instruction and Curriculum Maps for all subjects.

Facilitator

Kincaid/Malloy

Participants

All teachers and administrators

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0