

Chiefland Middle High School



2014-15 School Improvement Plan

Chiefland Middle High School

808 N MAIN ST, Chiefland, FL 32626

www.levy.k12.fl.us/schools/chs/

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

28%

Alternative/ESE Center

No

Charter School

No

Minority

24%

School Grades History

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

School Board Approval

This plan is pending approval by the Levy County School Board.

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

The school does not have a vision statement.

School Environment

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

Teachers have students complete student interest surveys. Teachers sponsor clubs and act as class sponsors of various activities that build culture and relationships. Community speakers are brought in to motivate students. Pep rallies are regularly scheduled to unite classes and students for a unified cause.

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

Teachers are regularly scheduled before, during and after school at specific sites on campus to ensure student safety. We also have a resource officer on site at all times, including after school activities. In addition, other support staff help monitor lunch and bus areas. Teachers and students have been informed about the characteristics of bullying and know how to identify and report instances to appropriate authorities.

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

Students and parents are provided a Student Code of Conduct book at the beginning of the year. Teachers go over the material with students. The offenses of students that are considered breaches of conduct receive pre-determined consequences in a "progressive manner" to change undesirable behavior. Parents are contacted by the teachers and administration as needed. Teachers use Skyward to electronically report infractions to administration. Offending students are called to the office by administration at an appropriate time, to limit distractions and time out of class. Students placed in school suspension are offered the opportunity to complete class assignments while there. The middle school uses the Positive Behavior System to reinforce positive behaviors. They also use BAMA as a "time out" session in another supervised environment for students to change their behavior but is not recorded on official student discipline records. Corporal punishment is an option for students whose parents choose that over in school suspension to limit time out of class.

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

Instructional staff has monthly data chat meetings. During these meetings specific students are discussed in relation to their progress monitoring data and any physical/emotional needs teachers notice they may have. In addition, guidance counselors have a sign-in system in place where students can request a meeting to talk about any concerns/needs they have. Educational and problem solving teams meet as needed to discuss truancy, emotional and educational issues. Additional resources are solicited as needed which may include but are not limited to: social workers, speech teachers, Meridian, LARC, and vocational rehab.

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

We only use the indicators listed below:

*Attendance below 90%

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

*Course failure in English Language Arts or Mathematics

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

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
	6	7	8	9	10	11	12	
Attendance below 90 percent	20	27	32	43	54	38	48	262
One or more suspensions	40	32	30	38	28	15	23	206
Course failure in ELA or Math	27	26	18	45	37	27	20	200
Level 1 on statewide assessment	47	36	33	38	32	29	4	219

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	27	26	18	45	37	27	20	200

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

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

Guidance counselors and GEARUP coach meet with students to discuss academic and behavioral concerns.

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

Students earning Level 2 on the state reading assessment are placed in content areas with teachers who are reading endorsed or CAR-PD trained.

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

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 available at the school site.

Description

See Parent Involvement Plan

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

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

CMHS holds an annual Title 1 Meeting at Open House to go over the school parental involvement policy and distribute it to parents of participating children. This plan is also made available to the local community. At this meeting, parents learn about the school, grade progression requirements, how to schedule/request conferences, and about other opportunities for participation in decisions related to the education of their child. Parents are given copies of schedules and links to the school website. They are also informed about how to retrieve their user id's and passwords to log into their student's personal academic record through Skyward. In addition, flexible parent meetings are held at various times to better accommodate the schedules of those attending. School Advisory Meetings are held on a monthly basis and are advertised in the school bulletins, website, and signs outside of the both campuses daily for two weeks in advance. Parents, students, community members and staff are invited and encouraged to attend.

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
McLelland, Matt	Principal
Ebert, Mickey	Assistant Principal
Rosson, Danielle	Assistant Principal
Bell, Laverne	Instructional Coach
Corbin, Katie	Instructional Coach
Weingart, Lita	Instructional Coach
Solly, Lois	Guidance Counselor

Duties

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

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

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

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

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

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

A portion of Title 1 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Matthew McLelland	Principal
LaVerne Bell	Teacher
Donna Brock	Education Support Employee
Josine Burgman	Teacher
Katie Corbin	Teacher
Sherry Hallman	Teacher
Beverly Smith	Education Support Employee
Tammy Boyle	Education Support Employee
Nina Hudson	Parent
Angela Johnson	Parent
Melissa Mills	Parent
Christie Reed	Parent
Lynne Stockman	Parent
Tammi Scoggins	Business/Community
Prentice Spann	Business/Community
Stacy Swain	Business/Community

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 principal reviewed last year's school improvement plan. He identified areas of concern, and described goals met and those not achieved. He presented this information to the SAC at the beginning of the school year as part of the launch into the current school year.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

After a presentation by the principal and a discussion, the SAC approved the annual budget at the first meeting on September 15, 2014.

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

N/A

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
Corbin, Katie	Instructional Coach
Bell, Laverne	Instructional Coach
Weingart, Lita	Teacher, K-12
Ebert, Mickey	Assistant Principal
McLelland, Matt	Principal
Rosson, Danielle	Assistant Principal
Solly, Lois	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

Major initiatives this year will include research based strategies and professional development to help teachers improve the reading achievement levels for students across all subgroups. We will begin by looking at the data within this team, acknowledging the loss of percentage points in students scoring proficient in reading and brainstorming why this may have happened. All staff will help determine strategies for improvement and remedies for potential barriers. Initiatives will include a focus on vocabulary and writing across the curriculum. We will attend and follow up with PD presented by well known experienced professionals who have refined their craft in yielding the greatest results in increasing word knowledge and writing skills. The team will work with departments to break down progress monitoring data as it comes in, identifying gains/losses and helping determine a specific strategic plan to promote learning gains. This team will also help ensure Literacy Week is celebrated with meaning and that AVID strategies are being used throughout each department in a way that promotes literacy and learning for next steps beyond high school. 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.

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

Our schedule would not allow for common plan times across the board for each department. However, what we did manage to do was secure common planning time between new and veteran teachers within each department. Most CTE and math teachers at the high school level have a common plan time. Two reading coaches are available in the afternoons to push into classes that need additional reading or management support.

The school has regular (once a month) department level meetings with a department chair and a School Lead Team representative. The meetings are hosted in a department team member's classroom to make easy access to the team and to facilitate casual observations in the way others across the team set up their rooms, manage their resources, and use technology. The small group atmosphere encourages collaboration and risk taking.

Faculty meetings are held monthly in addition to department level meetings. At these meetings,

successes are celebrated and school-wide initiatives are reiterated. By using both whole group and small group formats, teachers have a regular opportunity to meet, talk, and plan together. Teachers and administrative leaders meet periodically with the DSS team from the district. This team provides valuable insight on walk-through data and helps brainstorm strategies to solve challenges teachers face in carrying out district and school goals. It is a collaborative approach to problem solving based on a wide ray of lenses, resources, collective feedback, and worthwhile conversations.

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

The district assists schools in recruiting highly qualified teachers. The district encourages reading teachers to become reading endorsed and provides bonuses once they are endorsed. Professional development is available in reading endorsement courses, NGCAR-PD courses, Florida Standards, and other strategies which impact reading instruction. Title II funds will be used to provide incentives to recruit and retain highly qualified teachers. New teachers will be provided strong mentor teachers, who will assist them in planning and executing quality instruction and managing the responsibilities of a quality teacher.

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

Fidah Williams/Raquel Beauchamp (Health Occupations)

Josine Burgman/Chad Hodges (Music)

Lita Weingart/Robin Screws (science)

Laurie Beauchamp/Thomas Sutton (ELA)

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

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

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

Monthly meetings take place across all departments and data is evaluated at that time. Teachers identify students not demonstrating proficiency and higher performing students. Teachers modify lessons based on the data to target instruction to meet the proficiency of struggling students and enhance curriculum for high achievers. Examples for struggling students would include but not be limited to: shortened assignments targeting key concepts that must be mastered for proficiency; extend time for completing assignments; use of tutors through the Gear Up program; assistive technology; peer assistance.

Examples for advanced level students include project based learning; science fairs; experiments; technology based portfolio.

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: Extended School Day

Minutes added to school year: 0

NA

Strategy Rationale

NA

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

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

NA

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

CMHS has a parent night for incoming sixth and ninth graders. Students meet their teachers, get their schedules, and find out what is expected and offered at the respective school. We also host a senior night several times during the year to educate parents and students about requirements and options. There is a question and answer setting. Each cohort has additional meeting opportunities throughout the year, with teachers and guidance counselors.

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

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.

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

1. CMHS provides the following CTE courses to its students: Accounting Applications 3-8203330, 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.

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

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

1. Students in grades 11 and 12 that have not earned a college ready score are required to take the Post-secondary Educational Readiness Test (P.E.R.T.), and may be 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). We are currently offering Sociology on camps as another dual enrollment option.
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 2014-15 school year include: AP Literature, AP Human Geography, AP Environmental Science, AP World History, AP US Government
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.

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

CMHS will increase student access to AP courses. Teachers will be trained through the Summer Institutes. CMHS will continue to provide students opportunities to participate in the AVID program; AVID strategies will be promoted school wide. All 7th graders will take the ReadStep assessment

which will be used to determine their college readiness skills. Guidance counselors will conduct data chats with students to highlight areas of strength and weakness. Teacher will have access to the data and conduct a needs assessment to determine next steps in preparing students for acceleration courses and college readiness. Additionally, the PSAT will be given to all 9th and 10th grade students as a predictor using AP Potential so students will be placed appropriately in AP classes. All juniors will take the SAT on campus through College Board. We will provide online prep course materials to help students prepare for the test. Will will include a College Night Open House through our partnership with Central Florida.

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.** Our goal is to increase the percentage of all subgroups earning a proficient score in reading as evidenced by the state assessment.

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. Our goal is to increase the percentage of all subgroups earning a proficient score in reading as evidenced by the state assessment. **1a**

G040117

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - African American	53.0
AMO Reading - Hispanic	65.0
AMO Reading - White	69.0
AMO Reading - SWD	49.0
AMO Reading - ED	61.0
AMO Reading - All Students	67.0

Resources Available to Support the Goal **2**

- Resources will include but not be limited to PST teams, incentives, professional development, collaboration opportunities, curriculum to support teachers.

Targeted Barriers to Achieving the Goal **3**

- Limitations to technological access
- Lack of support for teachers (PD, collaboration opportunities)
- Limited time in engaged sustained reading

Plan to Monitor Progress Toward G1. **8**

State assessment and progress monitoring data will be dissected and compared over time to see if there is an increase in the percentage of students in all subgroups demonstrating reading proficiency.

Person Responsible

Matt McLelland

Schedule

Semiannually, from 9/8/2014 to 6/5/2015

Evidence of Completion

- Classroom grades improve
- State assessment and progress monitoring data

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. Our goal is to increase the percentage of all subgroups earning a proficient score in reading as evidenced by the state assessment. **1**

 G040117

G1.B3 Lack of support for teachers (PD, collaboration opportunities) **2**

 B096945

G1.B3.S1 CMHS staff will be provided professional development and collaboration opportunities to increase the use of high yield strategies in classroom instruction. **4**

 S108162

Strategy Rationale

Teachers need to be equipped with the best research based curriculum and strategies to increase student achievement achievement in all content areas.

Action Step 1 **5**

1. Provide meaningful professional development opportunities in ELA content and standards.
2. Determine how to best support the teachers with meeting the needs of students through faculty meetings and collaboration opportunities.
3. Schedule professional development
4. Reading coaches will provide additional push in support and materials as needed and available

Person Responsible

Katie Corbin

Schedule

Monthly, from 9/5/2014 to 6/5/2015

Evidence of Completion

Implementation of curriculum and best practice strategies as noted through walk through and observation data

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

1. Attendance of faculty members at PD days through rosters
2. Minutes from meetings involving collaboration
3. Implementation of research based strategies taught in professional development as noted through walk through and observation data

Person Responsible

Katie Corbin

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Professional Development roster Formal observations Walk through data

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

Monitor implementation of strategies learned through professional development and fidelity of delivery of curriculum used.

Person Responsible

Matt McLelland

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

1. Lesson plans will include teaching/learning strategies presented in PD
2. Walk through data will indicate student engagement using strategies
3. Formal Observations and Progress monitoring data will show students using strategies more
4. Formative assessments and student work will show strategies presented in PD

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
G1.B3.S1.A1	1. Provide meaningful professional development opportunities in ELA content and standards. 2. Determine how to best support the teachers with meeting the needs of students through faculty meetings and collaboration opportunities. 3. Schedule professional development 4. Reading coaches will	Corbin, Katie	9/5/2014	Implementation of curriculum and best practice strategies as noted through walk through and observation data	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	provide additional push in support and materials as needed and available				
G1.MA1	State assessment and progress monitoring data will be dissected and compared over time to see if there is an increase in the percentage of students in all subgroups demonstrating reading proficiency.	McLelland, Matt	9/8/2014	1. Classroom grades improve 2. State assessment and progress monitoring data	6/5/2015 semiannually
G1.B3.S1.MA1	Monitor implementation of strategies learned through professional development and fidelity of delivery of curriculum used.	McLelland, Matt	9/8/2014	1. Lesson plans will include teaching/ learning strategies presented in PD 2. Walk through data will indicate student engagement using strategies 3. Formal Observations and Progress monitoring data will show students using strategies more 4. Formative assessments and student work will show strategies presented in PD	6/5/2015 monthly
G1.B3.S1.MA1	1. Attendance of faculty members at PD days through rosters 2. Minutes from meetings involving collaboration 3. Implementation of research based strategies taught in professional development as noted through walk through and observation data	Corbin, Katie	9/8/2014	Professional Development roster Formal observations Walk through data	6/5/2015 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.

G1. Our goal is to increase the percentage of all subgroups earning a proficient score in reading as evidenced by the state assessment.

G1.B3 Lack of support for teachers (PD, collaboration opportunities)

G1.B3.S1 CMHS staff will be provided professional development and collaboration opportunities to increase the use of high yield strategies in classroom instruction.

PD Opportunity 1

1. Provide meaningful professional development opportunities in ELA content and standards. 2. Determine how to best support the teachers with meeting the needs of students through faculty meetings and collaboration opportunities. 3. Schedule professional development 4. Reading coaches will provide additional push in support and materials as needed and available

Facilitator

Reading Coaches

Participants

Administrators & all instructional staff

Schedule

Monthly, from 9/5/2014 to 6/5/2015