

Martin County School District

Jensen Beach High School



2015-16 School Improvement Plan

Jensen Beach High School

2875 NW GOLDENROD RD, Jensen Beach, FL 34957

jbhs.sbmc.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	29%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	27%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

*Preliminary Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Martin 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Jensen Beach High School, in partnership with the community, fosters mutual respect and trust to facilitate each student's ability to think logically and creatively, and to communicate effectively as productive members of society.

Provide the school's vision statement

Jensen Beach High School provides a multifaceted and rigorous curriculum, within a safe and positive environment, that challenges and empowers each student to reach one's potential and desire for life-long learning.

School Environment

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

Teachers conduct familiarization sessions in the early days of the new school year or semester in which students are encouraged to share their backgrounds, heritage, interests, and plans. Students share their experiences with other students interactively with teacher facilitation and encouragement.

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

Jensen Beach High School is a PBIS school whose SOAR model encompasses Safety, Organization, Achievement, and Respect among all school family members. The campus has limited entry and exit points in its design. Students are supervised by staff and administration before school, between periods, and during lunches in a secured building and courtyard. Procedures and expectations for behavior and deportment are taught, monitored and enforced throughout the time students are on campus.

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

Policy Awareness lessons are shared with all students by administrators and behavioral team members during the first days of school, outlining and showing the expectations in dress, behavior, deportment, and expectations, all aligned with the SOAR expectations. Teachers are trained in the use of behavioral tracking forms to record issues and interventions while problems are still minor. The dean's office handles individual cases in a timely manner, providing each customer with the opportunity to understand the reasons they were cited for misbehavior, the resulting consequence, and skills for making better decisions in the future. Parents are called and informed of outcomes in all cases brought to the dean's office.

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

Teachers and staff are all trained in recognizing signs of social-emotional distress and in how to refer cases to the Multi-Tier Student Support Team through the Guidance office for assessment,

intervention and monitoring. A peer-mentoring program exists in which a team of twenty to thirty students are trained in providing mentoring and support to students who need social-emotional support. Teachers also elect to serve as mentors for students who have demonstrated needs for social-emotional as well as academic support. Mentoring training, handbooks and logs are used in continual program evaluation and improvement.

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

Several student success indicators are monitored by several stakeholder teams, including Attendance, Discipline, Teacher, and Guidance personnel, all monitoring their students in their areas of concern. Indicators include:

- More than 5 absences in any 9-weeks period, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in any courses required for graduation
- A Level 1 or 2 score on the statewide, standardized assessments in English Language Arts, Algebra, Geometry, Biology, or US History. FSA cut scores have not yet been determined. Below 2.5 GPA.

Students exhibiting these conditions are referred to the Multi-Tier Student Support Team through the Guidance office for assessment and intervention.

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	127	147	122	104	500
One or more suspensions	88	89	70	49	296
Course failure in ELA or Math	8	52	33	35	128
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Through the MTSS team there are several strategies that can be utilized. These include intensive reading for those students who have scored a level 1 or 2 on state assessments. Additional interventions are peer and after school tutoring, and Algebra I Boot Camp to help students prepare prior to taking the standardized assessment. More intensive strategies include Check-In/Check-Out (CICO), Organization, Academic, Support, Instruction, Instruction in Social Skills (OASISS), Net Club, and peer and adult mentors. Access is provided to administer Behavior Intervention Plans (BIP) and Functional Behavior Assessments (FBA). Support for students that have failed classes and are

missing credits for graduation is provided through Credit Recovery Lab and FLVS. Each period of the day the Student Support Center is available for all students.

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?

No

PIP Link

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

Description

Improve effective communication with parents using available technologies as listed:

Remind 101

FOCUS

School Website/Newsletter

Climate Surveys

Increase the number of parent volunteers as promoted by PTSA and SAC.

Increase the number of parental contacts through parent/teacher conferences and additional school sponsored events.

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

The Jensen Beach Chamber of Commerce is an active participant in the JBHS family, as demonstrated by their sponsoring an annual "Welcome Back Breakfast" in the opening days of each school year, inviting School District staff, and the faculties of all the schools in the Greater Jensen Beach area. Additionally, the Chamber invites the Principal and two students to the monthly Chamber meetings, and they have a standing committee on education in the Chamber hierarchy that coordinates community events and fund raising in support of JBHS students and programs.

The Martin County Education foundation serves JBHS and all schools in the District by running campaigns that connect teachers with community and family resources whereby community members may offer goods, services, and monetary donations to sponsor school and classroom events, programs, and projects.

Additionally, all Career Technical Education (CTE) programs at JBHS have active Advisory Boards consisting of community business members who offer advice and support within the specialized fields in the CTE programs.

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:

Name	Title
Vogel, Lori	Principal
Kirsch, Gary	Assistant Principal
Kane, Lori	Assistant Principal
Thompson, Jaime	Assistant Principal
Costello, Ronald	Assistant Principal
	Teacher, K-12

Duties

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

The administrative team consists of the following:

- Lori Vogel - Principal
- Gary Kirsch - Assistant Principal of Curriculum
- Lori Kane - Assistant Principal of Discipline and Attendance
- Jaime Thompson - Assistant Principal of Testing and Professional Development
- RJ Costello - Assistant Principal of Athletics, Activities, and Facilities

The administrative team meets weekly to discuss professional development, inter-rater reliability regarding instructional practice, and resources to help support teacher effectiveness. The decision making process is a collaborative effort among all administrators to ensure the best interest of students is the highest priority.

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

Various stakeholders are actively engaged in the team. Membership includes Administrators, RtI team leader, mainstream consultant, guidance counselors, reading coach, general education teachers, mentoring team leader, the parent and the student. The individual teachers track student progress based upon IEPs, as well as Behavioral Tracking forms. Issues are initially addressed with the respective parents. Should issues continue, then it is brought to the attention of the MTSS team, where the team meets with the student and parent to develop a way ahead to ensure student success.

Jensen Beach High School coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by federal and local funds.
- School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
- Partnerships are established.
- With coordination and scheduling of instructional programs.
- With implementation of parent information programs.
- Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
LORI VOGEL	Principal
DANA CONE	Teacher
ANTHONY FERRO	Teacher
KIM MACALLISTER	Teacher
GISELLE PROVENCHER	Teacher
MATTHEW SOFARELLI	Teacher
HENRY FELICIANO	Education Support Employee
JAMIE HARKINS	Parent
DOREEN HARWOOD	Parent
SYLVIA PANTON	Parent
LISA RAVELO	Parent
KERRY SOVIERO	Parent
LINDA FITZPATRICK	Business/Community
JEAN LAWS-SCOTT	Business/Community
KERRY CARUSO	Parent
THERESA MESSINA	Teacher
SUSAN POSTLEWAITE	Parent
SUSAN WEIDNER	Parent
WENDY COHN	Parent
KATHLEEN WONNELL	Teacher
JIMMY DESAI	Student
ALYSSA PANTON	Student
HARITA ALLA	Student
FAITH WOODS	Student
COLE EDWARDS	Student
PEDRO FLORES-CARILLO	Student
	Student
GRAYSON CAMPO	Student
MADELINE JATCZAK	Student
MIGUEL ALMEIDA	Student
TIANNA CAFFEY	Student

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

SAC members actively participated in reviewing and evaluating school performance data as such related to last year's SIP Goals.

Development of this school improvement plan

SAC will meet eight times over the course of the school year. Initially the School Improvement Plan (SIP) will be presented and voted on, along with the proposed SIP budget. Subsequently, each meeting will provide the principal an opportunity to provide an overview of what is underway each month to parents, community members, teacher representatives, and student representatives. Additionally, each SIP goal chair will provide an update each month as to the progress each team is making to accomplish the strategies laid out in the SIP

Preparation of the school's annual budget and plan

SAC members collaborated on the annual budget decisions.

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

SIP funds expenditures will be voted upon by SAC members and are tied to SIP goals.

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:

Name	Title
Vogel, Lori	Principal
Kirsch, Gary	Assistant Principal
Thompson, Jaime	Assistant Principal
Cone, Dana	Instructional Coach
Kane, Lori	Assistant Principal
Messina, Theresa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Given the needs of our Levels 1 and 2, the LLT will target through the collaborative teams the areas of concern. Additionally, the LLT will address vocabulary building and literacy across the curriculum, including a comprehensive writing across the curriculum program to be implemented in all classrooms and content areas.

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

All teachers are members of Collaborative Teams, with all teachers on at least one curricular based team. Other collaborative teams, including the administrative team, the discipline team, the Multi-Tier Student Support team, etc. consist of permanent core members and bring in other members as needed on an ad hoc basis for problem solving sessions.

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

New teachers to the district/school are provided mentors and provided on-going professional development.

School administration/Team Leader is responsible for the new teacher program.

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

New teachers are assigned a mentor teacher that has demonstrated effective instructional and professional practice in the related subject area. Mentors meet regularly with their respective new teacher to provide specific support regarding instruction, policies, and procedures.

There is a New Teacher Mentoring Program that consists of four components: (1) A New Teacher Handbook; (2)

Assigning each new teacher a mentor; (3) Scheduling new teachers to observe experienced teachers in action; (4)

Monthly in-services targeting new teachers' professional development.

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

All courses are required to be aligned with Florida Standards. Teachers work together in collaborative teams to assure that the Florida standards are reflected in lesson plans, learning goals and scales, common formative and summative assessments, and in teaching/learning modalities. Teacher teams started the most recent alignments by unwrapping common core reading and writing standards within all subject matter areas, then set about to use the content standards in ELA, mathematics, social studies, Science, and career technical courses to develop scope and sequence plans toward common summative assessments within the school and district. Next steps include further standards alignment to produce common formative assessments through Professional Learning Communities (PLC's).

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

Data are collected, monitored, analyzed, and acted upon at several levels to increase student achievement as measured by proficiency on standardized tests ranging from FCAT and FSA to EOC's to AP exams, in addition to progress monitoring in tested content areas. Students who have scored at proficiency levels 1 and 2 are provided increased reading and test preparation instruction at appropriately intensive levels. Students who have earned D or F grades in required courses for graduation are afforded credit recovery courses in a limited way during the school day or in co-enrollment opportunities in concert with Adult Ed after school. Extra help is offered students who failed Algebra 1 EOC tests as a graduation requirement as well as for students who want to improve their past EOC performance in US History, Biology, and Geometry through a boot camp model.

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: 5,000

Co-Enrollment for students needing additional coursework to meet graduation requirements. Students that need credit recovery attend the after school program and complete courses online.

Strategy Rationale

Credit recovery courses are presented in an on-line concentrated environment in which students can concentrate on improving their weak areas in the coursework.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Vogel, Lori, vogell@martin.k12.fl.us

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

Students are tracked for attendance and course completion. Graduation rates are analyzed to determine the impact credit recovery programs have on students meeting graduation requirements that are at risk of not graduating.

Strategy: Summer Program

Minutes added to school year: 1,000

Algebra I Boot Camp for students needing additional support in order to pass the Algebra I EOC graduation requirement. Students are provided intensive tutoring from highly qualified teachers during the summer.

Strategy Rationale

Boot Camp offered to support students over the summer to review for their EOC so they have access to assistance in the summer months.

Strategy Purpose(s)

- Core Academic Instruction

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

Student attendance is tracked and quantitatively analyzed to determine the amount of students passing the Algebra I EOC.

Strategy: Before School Program

Minutes added to school year: 1,000

Algebra I Boot Camp for students needing additional support in order to pass the Algebra I EOC graduation requirement. Students are provided after school intensive tutoring from highly qualified teachers.

Strategy Rationale

Boot Camp offered in addition to instruction during the school day for students needing additional intensive support.

Strategy Purpose(s)

- Core Academic Instruction

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

Student attendance is tracked and quantitatively analyzed to determine the amount of students passing the Algebra I EOC.

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

High school administrators go to the middle schools to meet with incoming 9th graders. Subsequently, meetings are conducted with guidance counselors, parents, and students to work one-on-one in developing a tentative schedule. On the day before the opening of school, Freshmen are encouraged to attend a half-day orientation session during which they learn about the logistics and expectations at JBHS and follow their class schedule to find their classes and meet their teachers. At the orientation upperclassmen ambassadors serve as guides for the freshmen. Each September, the guidance counselors offer a four-year planning presentation to parents, which include transition information, as well as details about what happens over the four academic years. Guidance counselors meet individually with each student and their parents to create a four-year plan targeted specifically to the student's individual needs based upon academic goals and career plans.

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

High school administrators go to the middle schools to meet with incoming 9th graders. Subsequently, meetings are conducted with guidance counselors, parents, and students to work one-on-one in developing a tentative schedule. Each September, the guidance counselors offer a four-year planning presentation to parents, which include transition information, as well as details about what happens over the four academic years. Guidance counselors meet individually with each student and their parents to create a four-year plan targeted specifically to the student's individual needs based upon goals and career plans. Guidance counselors conduct presentations in 9th, 10th, and 11th grade English classes to describe course content, prerequisites, and options for course

selection. Additionally, all teachers have been--or will be--trained in the ICLE Rigor, Relevance, and Relationship (RRR) approach to Gold Seal lesson design.

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

Various initiatives are in place: there are 19 Advanced Placement (AP) courses offered, as well as dual enrollment (DE) at Indian River State College. A Writing Across the Curriculum (WAC) program has been developed to ensure students are writing on a regular basis in all classes. Teachers work collaboratively to plan and conduct interdisciplinary projects. Rigorous and relevant activities permeate the CTE programs, which stress real-world applications. Digital Design students have developed various program brochures for school organizations and sports teams. The teacher also works with local businesses to place students in jobs that maximize their potential.

Students in the Nursing Assisting program participate in a 40-hour clinical rotation that includes a long-term care facility and an acute care hospital. Clinical activities provide opportunities for students to do such tasks as answer call lights, take vital signs, and assist with the personal care of patients/residents. They must also interact with facility staff at all levels, and are challenged to apply communication skills both verbally and in writing when they report to facility staff and submit nursing notes.

The pre-engineering students engage in internship positions with local engineering companies and undertake community projects. Several students participated in robotics competitions sponsored by the FIRST (For Inspirational and Recognition of Science and Technology) organization.

The Structural Drafting students assist administration, faculty, and staff with updated facility maps and other miscellaneous graphics. Some students also participate in SkillsUSA competitions at the regional and state level.

The Television Production students are responsible for producing, videotaping, and broadcasting the daily news, upcoming events, and recent accomplishments on the school's TV network.

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

Guidance counselors host a workshop for juniors entitled "Making Your College Search Count" and one for seniors entitled "Making College Count". Additionally, counselors host a scholarship workshop for seniors and parents to assist them in applying for scholarships.

Each Career and Technical Education (CTE) program is a Career and Professional Education (CAPE) academy with an applicable industry certification and an advisory board. Additionally, each CAPE academy has articulated college credit with Indian River State College and, in some cases, Keiser College.

College Placement Testing (CPT) for college readiness is offered three times per year. Additionally, ACT and SAT prep classes are conducted, as well as offering the Armed Services Vocational Aptitude Battery (ASVAB). In addition to the 19 AP courses previously referenced, courses in reading, writing, and college readiness in preparation for the PERT are provided as well as several opportunities for DE coursework.

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

Course offerings for college and university preparation beyond the core courses include 22 Advanced Placement course offerings, opportunities for FLVS courses and dual enrollment courses in concert with both Indian River State College and Keiser University. Several sections of English 4: Florida college Prep and SAT Preparation courses are offered for students who need or want to score higher on college entry tests. Guidance services are provided for college search and scholarship and other financial aid application processes.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Increase the number of students graduating on time with their respective cohort by 1%

- G2.** 75% of FCAT and FSA retakes will meet reading graduation requirements by passing one of the following: FCAT 2.0, ACT, SAT, FSA ELA

- G3.** 73% of all students will score proficient on the FSA Reading/Writing Test

- G4.** 65% of the students taking the Algebra 1 EOC will demonstrate proficiency

- G5.** Increase the number of students scoring proficient on the Geometry EOC by 1%

- G6.** Increase the number of students scoring proficient on the Biology EOC by 1%

- G7.** Increase and/or maintain students participating in CTE courses and increase performance on industry certifications by 1%

- G8.** Increase student performance in AP and Dual Enrollment coursework and exams by 2%

- G9.** Increase the number of students scoring proficient on the United States History EOC by 1%

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. Increase the number of students graduating on time with their respective cohort by 1% 1a

G074378

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	1.0

Resources Available to Support the Goal 2

- Administration, Teachers, Parents, Counselors, Credit Recovery Lab, Florida Virtual School, Indian River State College Permission Program, Peer Tutors

Targeted Barriers to Achieving the Goal 3

- Participation: student attendance, lack of home support, student motivation Academics: standardized test scores, lack of credits when entering school Economic: no internet access at home, transportation Facility: lack of computer lab access during testing time

Plan to Monitor Progress Toward G1. 8

Attendance Reports, FOCUS Grades, Test Scores

Person Responsible

Lori Vogel

Schedule

Monthly, from 8/24/2015 to 7/4/2016

Evidence of Completion

Student attendance rate will increase, grades will increase, test scores will increase, and graduation rate will increase

G2. 75% of FCAT and FSA retakes will meet reading graduation requirements by passing one of the following: FCAT 2.0, ACT, SAT, FSA ELA **1a**

G074379

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	85.0
FSA English Language Arts - Achievement	75.0

Resources Available to Support the Goal **2**

- Collaborative Teams School Based Leadership Team Guidance Staff Literacy Coach Expand Opportunities for Student Support: Morning/After-school ACT Preparation, PERT Preparation, FCAT 2.0 Preparation, FSA Preparation ELA Frameworks Common Formative Assessments District Progress Monitoring

Targeted Barriers to Achieving the Goal **3**

- Student engagement/motivation Optimizing the learning environment to maximize achievement for all student profiles Curricular resources that match all student profiles Highly qualified teachers for schedule flexibility

Plan to Monitor Progress Toward G2. **8**

Optimizing the Learning Environment For Upper Level Retakes

Person Responsible

Gary Kirsch

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Percent of students passing FSA ELA retake, FCAT 2.0 retake, ACT, SAT, PERT, and/or decrease in intensity of reading intervention

G3. 73% of all students will score proficient on the FSA Reading/Writing Test 1a

G074380

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	73.0

Resources Available to Support the Goal 2

- FSA Test Items Specs FSA Writing Across the Curriculum Yearly writing prompts and rubric Close Reading Creating text dependent questions FSA Standards Collaborative Teams/PLC District Adopted Instructional Material District Gale Electronic Resources CPALMS District English Language Arts Frameworks Literacy Coach CRISS training for all new teachers (ELA) Progress Monitoring Assessments (District)

Targeted Barriers to Achieving the Goal 3

- Instruction: Reading instruction disconnected from content area Number of teachers reading endorsed or completing the next generation content area professional development New textbooks and frameworks English Language Arts teachers implementing and making instructional shifts to the Florida Standards Lack of FSA released materials and preparation resources Implementation of WAC not streamlined across all content areas Insufficient time for proper student course placement due to lack of released scores

Plan to Monitor Progress Toward G3. 8

Literacy Across The Curriculum

Person Responsible

Dana Cone

Schedule

Monthly, from 8/24/2015 to 7/1/2016

Evidence of Completion

Student achievement results on FSA Reading/Writing, progress monitoring tests, and graded student WAC.

G4. 65% of the students taking the Algebra 1 EOC will demonstrate proficiency 1a

G074381

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	65.0

Resources Available to Support the Goal 2

- District Professional Development, Data Teams, Collaborative Teams (PLC's), Sharing best practices, Performance Matters and Algebra study hall/ review session, updated text book that addresses new standards tested on EOC

Targeted Barriers to Achieving the Goal 3

- Standards New test format Prior knowledge Course scope and sequence to address limited time frame to cover assessed standards Acclimation to CBT

Plan to Monitor Progress Toward G4. 8

Assessment data

Person Responsible

Lori Vogel

Schedule

Monthly, from 8/24/2015 to 7/1/2016

Evidence of Completion

District progress monitoring assessments, teacher made common formative assessments

G5. Increase the number of students scoring proficient on the Geometry EOC by 1% 1a

G074382

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	1.0

Resources Available to Support the Goal 2

- DOE website, FSA website, collaborating with other geometry teachers in the district

Targeted Barriers to Achieving the Goal 3

- New testing being implemented: New styles of questions Hard to duplicate some formats with paper based testing New calculator policies Electronic only No comparable hand held version No reference sheet State has yet to release formulas available to students

Plan to Monitor Progress Toward G5. 8

Student Assessments Data

Person Responsible

Lori Vogel

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Student Achievement Results

G6. Increase the number of students scoring proficient on the Biology EOC by 1% 1a

G074383

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	1.0

Resources Available to Support the Goal 2

- Biology Collaborative Team (PLC) Biology EOC test specifications Common formative and unit assessments

Targeted Barriers to Achieving the Goal 3

- Lack of support facilitation for ESE/504 students in Biology classes Time management of curriculum (Scope and Sequence) Lag time between instructional sessions Financial support for Biology inquiry based labs

Plan to Monitor Progress Toward G6. 8

Data Driven Instruction implementation

Person Responsible

Lori Vogel

Schedule

Annually, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student achievement results on Biology EOC

G7. Increase and/or maintain students participating in CTE courses and increase performance on industry certifications by 1% 1a

G074384

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Participation	1.0
CTE Industry Certification Exam Passing Rate	1.0

Resources Available to Support the Goal 2

- Collaborative Teams (PLCs) for CTE

Targeted Barriers to Achieving the Goal 3

- Limited number of students participating in industry certifications
- Limited number of Level 2 and below students participating in CTE courses
- Limited number of Honors students participating in CTE courses

Plan to Monitor Progress Toward G7. 8

More students at all levels participating in CTE coursework and industry certifications

Person Responsible

Lori Vogel

Schedule

Annually, from 8/24/2015 to 6/1/2016

Evidence of Completion

Student enrollments and industry certification passing rates

G8. Increase student performance in AP and Dual Enrollment coursework and exams by 2% 1a

G074385

Targets Supported 1b

Indicator	Annual Target
Advanced coursework completion - H.S.	2.0

Resources Available to Support the Goal 2

- Collaborative Teams (PLC) school and district wide
- FOCUS Scheduler to indicate early conflicts
- Teacher recommendations

Targeted Barriers to Achieving the Goal 3

- Eliminating scheduling conflicts with AP, Dual Enrollment, and electives

Plan to Monitor Progress Toward G8. 8

AP participation increases without performance decreasing

Person Responsible

Gary Kirsch

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Student Performance on AP Exams

G9. Increase the number of students scoring proficient on the United States History EOC by 1% 1a

G074386

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	1.0

Resources Available to Support the Goal 2

- District Progress Monitoring Assessments, US History EOC PLC, Teacher created common formative assessments

Targeted Barriers to Achieving the Goal 3

- Scope and Sequence, Establishing of Critical Standards, Lack of Reading Comprehension skills

Plan to Monitor Progress Toward G9. 8

Person Responsible

Lori Vogel

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

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. Increase the number of students graduating on time with their respective cohort by 1% **1**

 G074378

G1.B1 Participation: student attendance, lack of home support, student motivation Academics: standardized test scores, lack of credits when entering school Economic: no internet access at home, transportation Facility: lack of computer lab access during testing time **2**

 B194182

G1.B1.S1 Making parent contact when student is absent, positive reinforcement through SOAR cards, postcard home when behavior is corrected **4**

 S205708

Strategy Rationale

When student is in attendance, grades will be higher and will have access to support when struggling.

Action Step 1 **5**

Parent Contact and Positive Reinforcement (PBIS and Mentoring Program)

Person Responsible

Lori Vogel

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Senior Cohort List on Common Drive, SOAR Cards, Phone Logs, Postcards Home, Mentoring Paperwork

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

Student Attendance and Positive Reinforcement

Person Responsible

Lori Vogel

Schedule

Monthly, from 8/24/2015 to 7/1/2016

Evidence of Completion

Updating Senior Cohort list on the Common Drive weekly. Completing Mentoring Paperwork on a monthly basis

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

Students will be in attendance and mentors will promote positive relationships with students

Person Responsible

Lori Vogel

Schedule

Monthly, from 8/24/2015 to 7/1/2016


Evidence of Completion

Attendance Reports and Mentor Observation Logs

G2. 75% of FCAT and FSA retakes will meet reading graduation requirements by passing one of the following: FCAT 2.0, ACT, SAT, FSA ELA **1**

 G074379

G2.B1 Student engagement/motivation Optimizing the learning environment to maximize achievement for all student profiles Curricular resources that match all student profiles Highly qualified teachers for schedule flexibility **2**

 B194183

G2.B1.S1 Create a matrix that places students with the appropriate intervention and curriculum. Upon success, either by student meeting the graduation requirement or demonstrating growth, a student should be exited or moved to a higher level class without having to wait the semester. **4**

 S205709

Strategy Rationale

Through proper scheduling of students in classes, collaborative teams can work more effectively to develop curriculum, resources, and instructional strategies to increase student motivation/engagement and student success.

Action Step 1 **5**

Optimizing the Learning Environment For Upper Level Retakes

Person Responsible

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Matrix of intensive reading course offerings based on defined criteria for appropriate student placements

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

Optimizing The Learning Environment For Upper Level Retakes

Person Responsible

Gary Kirsch

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

FOCUS data, effective course offerings with appropriate curriculum

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

Optimizing the Learning Environment For Upper Level Retakes

Person Responsible

Dana Cone

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Students successfully moving along a continuum of Reading Intervention -- Percent of students passing FSA ELA Retake, FCAT 2.0 retake, ACT, SAT, PERT, and/or decrease in intensity of reading intervention

G3. 73% of all students will score proficient on the FSA Reading/Writing Test 1

G074380

G3.B1 Instruction: Reading instruction disconnected from content area Number of teachers reading endorsed or completing the next generation content area professional development New textbooks and frameworks English Language Arts teachers implementing and making instructional shifts to the Florida Standards Lack of FSA released materials and preparation resources Implementation of WAC not streamlined across all content areas Insufficient time for proper student course placement due to lack of released scores 2

B194184

G3.B1.S1 Increase reading demands across the curriculum through training in which content areas focus on unwrapping and incorporating anchor standard for reading with emphasis on text complexity and close reading. Provide all content areas with high-yield literacy strategies and best practices 4

S205710

Strategy Rationale

All subject area teachers will have a foundational knowledge of the standards and reading strategies to implement across all disciplines

Action Step 1 5

Literacy Across The Curriculum

Person Responsible

Dana Cone

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plans sent to evaluator and sharing best practices during collaborative team meetings

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Literacy Across The Curriculum

Person Responsible

Dana Cone

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Attendance at professional development training, submission of lesson plans, classroom observation, submitted graded prompts, collaborative teams graded materials, and FSA reading scores

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Students will be able to apply high levels of critical thinking in all content areas

Person Responsible

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Teacher Observations and Collaborative Team Meetings Agendas (PLCs)

G4. 65% of the students taking the Algebra 1 EOC will demonstrate proficiency 1

G074381

G4.B1 Standards New test format Prior knowledge Course scope and sequence to address limited time frame to cover assessed standards Acclimation to CBT 2

B194185

G4.B1.S1 Familiarize students with the new test format 4

S205712

Strategy Rationale

Students will be better prepared to be successful on FSA

Action Step 1 5

Students more familiar with test format

Person Responsible

Lori Vogel

Schedule

Monthly, from 8/24/2015 to 7/1/2016

Evidence of Completion

Format the classroom tests and quizzes to mirror the new EOC test

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Familiarize students with test format

Person Responsible

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Student data from teacher made common formative assessments

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Students will be able to familiarize themselves with the format of test questions on the Algebra EOC test

Person Responsible

Lori Vogel

Schedule

Monthly, from 8/24/2015 to 7/1/2016

Evidence of Completion

Student data from teacher made assessments and teacher observations

G5. Increase the number of students scoring proficient on the Geometry EOC by 1% 1

 G074382

G5.B1 New testing being implemented: New styles of questions Hard to duplicate some formats with paper based testing New calculator policies Electronic only No comparable hand held version No reference sheet State has yet to release formulas available to students 2

 B194186

G5.B1.S1 Require students to memorize all formulas until the state releases the provided formulas due to the lack of a provided reference sheet by the state 4

 S205713

Strategy Rationale

Students will not be able to compute equations if they do not know the formulas

Action Step 1 5

Memorizing Formulas

Person Responsible

Lori Vogel

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Data Team Meetings, Teacher Observations, Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Memorizing Formulas

Person Responsible

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Student Assessments Data

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Students will be able to show proficient scores (70% or higher) without reference sheets or formulas provided

Person Responsible

Lori Vogel

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Student Assessment Data (District Progress Monitoring, teacher created common formative assessment)

G6. Increase the number of students scoring proficient on the Biology EOC by 1% **1**

G074383

G6.B1 Lack of support facilitation for ESE/504 students in Biology classes Time management of curriculum (Scope and Sequence) Lag time between instructional sessions Financial support for Biology inquiry based labs **2**

B194187

G6.B1.S1 Prioritize standards for implementation through Biology Collaborative Team (PLC) based on endurance, readiness and leverage rating **4**

S205714

Strategy Rationale

Implementation of assessed standards to ensure student readiness and success on Biology EOC

Action Step 1 **5**

Prioritization of Biology Standards

Person Responsible

Giselle Provencher

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Concentrating Instruction – Power Standards Chart, Data Team Meetings and teacher lesson plans, common formative assessments

Plan to Monitor Fidelity of Implementation of G6.B1.S1 **6**

Collaborative Team Meetings, Data-Driven Instruction

Person Responsible

Lori Vogel

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Collaborative Team Meeting Agendas and Minutes (Binders), Teacher Observations, Lesson Plans Review, common formative assessments

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Implementation of instruction based upon data analysis

Person Responsible

Lori Vogel

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Collaborative Team Meetings Agendas, Teacher Observations, collaborative formative assessment data

G7. Increase and/or maintain students participating in CTE courses and increase performance on industry certifications by 1% 1

 G074384

G7.B1 Limited number of students participating in industry certifications 2

 B194188

G7.B1.S1 Refine curriculum to incorporate Marzano's framework, emphasizing DQ1 and DQ4, and Domain 2. Additionally, integrate enrichment activities and test-taking strategies to increase number of students earning industry certifications. 4

 S205715

Strategy Rationale

High Student Performance on IC tests

Action Step 1 5

Incorporate Marzano's framework DQ1, DQ4, and Domain 2 to addressing clear goals, helping students generate and test hypotheses, and planning and preparing lessons.

Person Responsible

Lori Vogel

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Teacher Observations, Professional Development on Marzano Framework, lesson plans, Industry Certification passing rates

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Incorporate Marzano Framework DQ 1, DQ4, and Domain 2 as teachers prepare and development lesson plans. Administrators review lesson plans and conduct observations. Subsequently, provide feedback to teachers. Teachers also collaborate on enrichment activities during PLC to address students participating and earning industry certifications.

Person Responsible

Lori Vogel

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Teacher Observations, Lesson Plans, Observation Feedback, Collaborative Team Meetings Agendas

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Students participating and earning industry certifications

Person Responsible

Lori Vogel


Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Teacher Observations, student participants, industry certification passing rates

G7.B1.S2 Using formative assessments (e.g. post-tests) evaluate students' strengths and limitations to re-teach the applicable content **4**

 S205716

Strategy Rationale

Increase the number of students prepared to take IC tests

Action Step 1 **5**

CTE Pre and post tests to monitor student progress

Person Responsible

Schedule

Evidence of Completion

Formative assessments and data results

Plan to Monitor Fidelity of Implementation of G7.B1.S2 **6**

CTE progress monitoring of student growth

Person Responsible

Schedule

Evidence of Completion

Student assessment data

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 **7**

Reteaching concepts bases upon formative assessments data

Person Responsible

Schedule

Evidence of Completion

Teacher Observations and Lesson Plans

G7.B1.S3 If necessary, conduct before/after school tutoring to facilitate those students identified in Strategy 2 to become proficient **4**

 S205717

Strategy Rationale

Increase participation in CTE courses

Action Step 1 **5**

CTE Tutoring

Person Responsible

Schedule

Evidence of Completion

Teacher Attendance Logs

Plan to Monitor Fidelity of Implementation of G7.B1.S3 **6**

Students receiving additional support in preparation for CTE coursework and industry certification exams

Person Responsible

Schedule

Evidence of Completion

CTE progress monitoring assessments

Plan to Monitor Effectiveness of Implementation of G7.B1.S3 **7**

Increase the number of students earning industry certifications

Person Responsible

Schedule

Evidence of Completion

Industry certification results

G7.B2 Limited number of Level 2 and below students participating in CTE courses **2**

 B194189

G7.B2.S1 Increase the number of CTE Teachers with CAR-PD training to allow more more Level 2 students to participate in CTE coursework **4**

 S205718

Strategy Rationale

Higher participation in CTE courses

Action Step 1 **5**

Using recently attained CAR-PD certification to implement strategies

Person Responsible

Schedule

Semiannually, from 8/24/2015 to 6/3/2016

Evidence of Completion

CAR-PD lesson plans

Plan to Monitor Fidelity of Implementation of G7.B2.S1 **6**

Utilize strategies from CAR-PD Training

Person Responsible

Schedule

Semiannually, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

Incorporate literacy strategies in CTE coursework

Person Responsible


Schedule

Monthly, from 9/1/2014 to 6/1/2015


Evidence of Completion

Teacher observations, student achievement data

G7.B3 Limited number of Honors students participating in CTE courses 2

 B194190

G7.B3.S1 Promote rigor of programs, to include earning honors level credit for participating in CTE coursework 4

 S205719

Strategy Rationale

Action Step 1 5

Effectively market CTE programs, to include program brochures and website. Conduct presentations at open house, parent-teacher conference nights, and middle school presentations. Counsel students to increase program concentrator rates

Person Responsible

Schedule

Evidence of Completion

Increase in number of honor level students participating in CTE coursework

Plan to Monitor Fidelity of Implementation of G7.B3.S1 6

Reviewing student registrations for CTE courses

Person Responsible

Lori Vogel

Schedule

On 6/1/2016

Evidence of Completion

Students adding honor level CTE coursework to their schedules

Plan to Monitor Effectiveness of Implementation of G7.B3.S1 7

Honor level students taking CTE coursework

Person Responsible

Schedule

Evidence of Completion

CTE class enrollments

G8. Increase student performance in AP and Dual Enrollment coursework and exams by 2% 1

G074385

G8.B1 Eliminating scheduling conflicts with AP, Dual Enrollment, and electives 2

B194191

G8.B1.S1 AP Teachers, Guidance Counselors, and Administration review and revise scheduling procedures using FOCUS 4

S205720

Strategy Rationale

Increased enrollment in AP classes

Action Step 1 5

Increase participation and performance in AP Coursework

Person Responsible

Gary Kirsch

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Students have more access to AP coursework

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

More students accessing the available AP and Dual Enrollment classes

Person Responsible

Gary Kirsch

Schedule

Annually, from 8/24/2015 to 6/1/2016

Evidence of Completion

Increased AP enrollment

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Increased participation and performance in AP classes

Person Responsible

Gary Kirsch

Schedule

Annually, from 8/24/2015 to 6/1/2016

Evidence of Completion

AP enrollment and performance data

G9. Increase the number of students scoring proficient on the United States History EOC by 1% 1

 G074386

G9.B1 Scope and Sequence, Establishing of Critical Standards, Lack of Reading Comprehension skills 2

 B194192

G9.B1.S1 Prioritize standards for implementation through US History Collaborative Team (PLC) based on endurance, readiness and leverage rating 4

 S205721

Strategy Rationale

Implementation of assessed standards to ensure student readiness and success on US History EOC

Action Step 1 5

Prioritization of US History Standards

Person Responsible

Anthony Ferro

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Concentrating Instruction – Power Standards Chart, Data Team Meetings and teacher lesson plans, common formative assessments

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Collaborative Team Meetings, Data-Driven Instruction

Person Responsible

Lori Vogel

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Collaborative Team Meeting Agendas and Minutes (Binders), Teacher Observations, Lesson Plans Review, common formative assessments

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

Implementation of instruction based upon data analysis

Person Responsible

Lori Vogel

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Student achievement results on District progress monitoring assessments and common formative assessments and US History EOC

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.B1.S1.A1	Parent Contact and Positive Reinforcement (PBIS and Mentoring Program)	Vogel, Lori	8/24/2015	Senior Cohort List on Common Drive, SOAR Cards, Phone Logs, Postcards Home, Mentoring Paperwork	6/3/2016 monthly
G2.B1.S1.A1	Optimizing the Learning Environment For Upper Level Retakes		8/24/2015	Matrix of intensive reading course offerings based on defined criteria for appropriate student placements	6/1/2016 monthly
G3.B1.S1.A1	Literacy Across The Curriculum	Cone, Dana	8/24/2015	Lesson plans sent to evaluator and sharing best practices during collaborative team meetings	6/1/2016 monthly
G4.B1.S1.A1	Students more familiar with test format	Vogel, Lori	8/24/2015	Format the classroom tests and quizzes to mirror the new EOC test	7/1/2016 monthly
G5.B1.S1.A1	Memorizing Formulas	Vogel, Lori	8/24/2015	Data Team Meetings, Teacher Observations, Lesson Plans	6/1/2016 monthly

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Jensen Beach High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S1.A1	Prioritization of Biology Standards	Provencher, Giselle	8/24/2015	Concentrating Instruction – Power Standards Chart, Data Team Meetings and teacher lesson plans, common formative assessments	6/1/2016 monthly
G7.B1.S1.A1	Incorporate Marzano's framework DQ1, DQ4, and Domain 2 to addressing clear goals, helping students generate and test hypotheses, and planning and preparing lessons.	Vogel, Lori	8/24/2015	Teacher Observations, Professional Development on Marzano Framework, lesson plans, Industry Certification passing rates	6/1/2016 monthly
G7.B1.S2.A1	CTE Pre and post tests to monitor student progress		Formative assessments and data results	once	
G7.B1.S3.A1	CTE Tutoring		Teacher Attendance Logs	once	
G7.B2.S1.A1	Using recently attained CAR-PD certification to implement strategies		8/24/2015	CAR-PD lesson plans	6/3/2016 semiannually
G7.B3.S1.A1	Effectively market CTE programs, to include program brochures and website. Conduct presentations at open house, parent-teacher conference nights, and middle school presentations. Counsel students to increase program concentrator rates		Increase in number of honor level students participating in CTE coursework	once	
G8.B1.S1.A1	Increase participation and performance in AP Coursework	Kirsch, Gary	8/24/2015	Students have more access to AP coursework	6/1/2016 monthly
G9.B1.S1.A1	Prioritization of US History Standards	Ferro, Anthony	8/24/2015	Concentrating Instruction – Power Standards Chart, Data Team Meetings and teacher lesson plans, common formative assessments	6/1/2016 monthly
G1.MA1	Attendance Reports, FOCUS Grades, Test Scores	Vogel, Lori	8/24/2015	Student attendance rate will increase, grades will increase, test scores will increase, and graduation rate will increase	7/4/2016 monthly
G1.B1.S1.MA1	Students will be in attendance and mentors will promote positive relationships with students	Vogel, Lori	8/24/2015	Attendance Reports and Mentor Observation Logs	7/1/2016 monthly
G1.B1.S1.MA1	Student Attendance and Positive Reinforcement	Vogel, Lori	8/24/2015	Updating Senior Cohort list on the Common Drive weekly. Completing Mentoring Paperwork on a monthly basis	7/1/2016 monthly
G2.MA1	Optimizing the Learning Environment For Upper Level Retakes	Kirsch, Gary	8/24/2015	Percent of students passing FSA ELA retake, FCAT 2.0 retake, ACT, SAT, PERT, and/or decrease in intensity of reading intervention	6/1/2016 monthly
G2.B1.S1.MA1	Optimizing the Learning Environment For Upper Level Retakes	Cone, Dana	8/24/2015	Students successfully moving along a continuum of Reading Intervention -- Percent of students passing FSA ELA Retake, FCAT 2.0 retake, ACT, SAT, PERT, and/or decrease in intensity of reading intervention	6/1/2016 monthly
G2.B1.S1.MA1	Optimizing The Learning Environment For Upper Level Retakes	Kirsch, Gary	8/24/2015	FOCUS data, effective course offerings with appropriate curriculum	6/1/2016 monthly
G3.MA1	Literacy Across The Curriculum	Cone, Dana	8/24/2015	Student achievement results on FSA Reading/Writing, progress monitoring tests, and graded student WAC.	7/1/2016 monthly
G3.B1.S1.MA1	Students will be able to apply high levels of critical thinking in all content areas		9/1/2014	Teacher Observations and Collaborative Team Meetings Agendas (PLCs)	6/1/2015 monthly

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Jensen Beach High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Literacy Across The Curriculum	Cone, Dana	8/24/2015	Attendance at professional development training, submission of lesson plans, classroom observation, submitted graded prompts, collaborative teams graded materials, and FSA reading scores	6/1/2016 monthly
G4.MA1	Assessment data	Vogel, Lori	8/24/2015	District progress monitoring assessments, teacher made common formative assessments	7/1/2016 monthly
G4.B1.S1.MA1	Students will be able to familiarize themselves with the format of test questions on the Algebra EOC test	Vogel, Lori	8/24/2015	Student data from teacher made assessments and teacher observations	7/1/2016 monthly
G4.B1.S1.MA1	Familiarize students with test format		8/24/2015	Student data from teacher made common formative assessments	6/1/2016 monthly
G5.MA1	Student Assessments Data	Vogel, Lori	8/24/2015	Student Achievement Results	6/1/2016 monthly
G5.B1.S1.MA1	Students will be able to show proficient scores (70% or higher) without reference sheets or formulas provided	Vogel, Lori	8/24/2015	Student Assessment Data (District Progress Monitoring, teacher created common formative assessment)	6/1/2016 monthly
G5.B1.S1.MA1	Memorizing Formulas		8/24/2015	Student Assessments Data	6/1/2016 monthly
G6.MA1	Data Driven Instruction implementation	Vogel, Lori	9/1/2014	Student achievement results on Biology EOC	6/1/2015 annually
G6.B1.S1.MA1	Implementation of instruction based upon data analysis	Vogel, Lori	8/24/2015	Collaborative Team Meetings Agendas, Teacher Observations, collaborative formative assessment data	6/1/2016 weekly
G6.B1.S1.MA1	Collaborative Team Meetings, Data-Driven Instruction	Vogel, Lori	8/24/2015	Collaborative Team Meeting Agendas and Minutes (Binders), Teacher Observations, Lesson Plans Review, common formative assessments	6/1/2016 monthly
G7.MA1	More students at all levels participating in CTE coursework and industry certifications	Vogel, Lori	8/24/2015	Student enrollments and industry certification passing rates	6/1/2016 annually
G7.B1.S1.MA1	Students participating and earning industry certifications	Vogel, Lori	8/24/2015	Teacher Observations, student participants, industry certification passing rates	6/1/2016 monthly
G7.B1.S1.MA1	Incorporate Marzano Framework DQ 1, DQ4, and Domain 2 as teachers prepare and development lesson plans. Administrators review lesson plans and conduct observations. Subsequently, provide feedback to teachers. Teachers also collaborate on enrichment activities during PLC to address students participating and earning industry certifications.	Vogel, Lori	8/24/2015	Teacher Observations, Lesson Plans, Observation Feedback, Collaborative Team Meetings Agendas	6/1/2016 monthly
G7.B2.S1.MA1	Incorporate literacy strategies in CTE coursework		9/1/2014	Teacher observations, student achievement data	6/1/2015 monthly
G7.B2.S1.MA1	Utilize strategies from CAR-PD Training		8/24/2015	Lesson Plans	6/3/2016 semiannually
G7.B3.S1.MA1	Honor level students taking CTE coursework		CTE class enrollments	once	
G7.B3.S1.MA1	Reviewing student registrations for CTE courses	Vogel, Lori	8/24/2015	Students adding honor level CTE coursework to their schedules	6/1/2016 one-time
G7.B1.S2.MA1	Reteaching concepts bases upon formative assessments data		Teacher Observations and Lesson Plans	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.B1.S2.MA1	CTE progress monitoring of student growth		Student assessment data	once	
G7.B1.S3.MA1	Increase the number of students earning industry certifications		Industry certification results	once	
G7.B1.S3.MA1	Students receiving additional support in preparation for CTE coursework and industry certification exams		CTE progress monitoring assessments	once	
G8.MA1	AP participation increases without performance decreasing	Kirsch, Gary	8/24/2015	Student Performance on AP Exams	6/1/2016 monthly
G8.B1.S1.MA1	Increased participation and performance in AP classes	Kirsch, Gary	8/24/2015	AP enrollment and performance data	6/1/2016 annually
G8.B1.S1.MA1	More students accessing the available AP and Dual Enrollment classes	Kirsch, Gary	8/24/2015	Increased AP enrollment	6/1/2016 annually
G9.MA1	[no content entered]	Vogel, Lori	8/24/2015		6/1/2016 monthly
G9.B1.S1.MA1	Implementation of instruction based upon data analysis	Vogel, Lori	8/24/2015	Student achievement results on District progress monitoring assessments and common formative assessments and US History EOC	6/1/2016 monthly
G9.B1.S1.MA1	Collaborative Team Meetings, Data-Driven Instruction	Vogel, Lori	8/24/2015	Collaborative Team Meeting Agendas and Minutes (Binders), Teacher Observations, Lesson Plans Review, common formative assessments	6/1/2016 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. Increase the number of students graduating on time with their respective cohort by 1%

G1.B1 Participation: student attendance, lack of home support, student motivation Academics: standardized test scores, lack of credits when entering school Economic: no internet access at home, transportation Facility: lack of computer lab access during testing time

G1.B1.S1 Making parent contact when student is absent, positive reinforcement through SOAR cards, postcard home when behavior is corrected

PD Opportunity 1

Parent Contact and Positive Reinforcement (PBIS and Mentoring Program)

Facilitator

Jen Ali

Participants

All Staff

Schedule

Monthly, from 8/24/2015 to 6/3/2016

G2. 75% of FCAT and FSA retakes will meet reading graduation requirements by passing one of the following: FCAT 2.0, ACT, SAT, FSA ELA

G2.B1 Student engagement/motivation Optimizing the learning environment to maximize achievement for all student profiles Curricular resources that match all student profiles Highly qualified teachers for schedule flexibility

G2.B1.S1 Create a matrix that places students with the appropriate intervention and curriculum. Upon success, either by student meeting the graduation requirement or demonstrating growth, a student should be exited or moved to a higher level class without having to wait the semester.

PD Opportunity 1

Optimizing the Learning Environment For Upper Level Retakes

Facilitator

Administration, Guidance Counselors, ESE/ELL Team Leaders, and Literacy Coach

Participants

Literacy Coach, Intensive Reading Teachers, Guidance Staff, ESE Team Leader, Instructional Support Teachers, ELL Team Leader, Administration

Schedule

Monthly, from 8/24/2015 to 6/1/2016

G3. 73% of all students will score proficient on the FSA Reading/Writing Test

G3.B1 Instruction: Reading instruction disconnected from content area Number of teachers reading endorsed or completing the next generation content area professional development New textbooks and frameworks English Language Arts teachers implementing and making instructional shifts to the Florida Standards Lack of FSA released materials and preparation resources Implementation of WAC not streamlined across all content areas Insufficient time for proper student course placement due to lack of released scores

G3.B1.S1 Increase reading demands across the curriculum through training in which content areas focus on unwrapping and incorporating anchor standard for reading with emphasis on text complexity and close reading. Provide all content areas with high-yield literacy strategies and best practices

PD Opportunity 1

Literacy Across The Curriculum

Facilitator

Administration

Participants

All Teachers in Collaborative Teams (PLCs)

Schedule

Monthly, from 8/24/2015 to 6/1/2016

G4. 65% of the students taking the Algebra 1 EOC will demonstrate proficiency

G4.B1 Standards New test format Prior knowledge Course scope and sequence to address limited time frame to cover assessed standards Acclimation to CBT

G4.B1.S1 Familiarize students with the new test format

PD Opportunity 1

Students more familiar with test format

Facilitator

District Curriculum Leaders

Participants

Algebra I Teachers Collaborative Teams (PLCs)

Schedule

Monthly, from 8/24/2015 to 7/1/2016

G5. Increase the number of students scoring proficient on the Geometry EOC by 1%

G5.B1 New testing being implemented: New styles of questions Hard to duplicate some formats with paper based testing New calculator policies Electronic only No comparable hand held version No reference sheet State has yet to release formulas available to students

G5.B1.S1 Require students to memorize all formulas until the state releases the provided formulas due to the lack of a provided reference sheet by the state

PD Opportunity 1

Memorizing Formulas

Facilitator

Geometry Collaborative Team Leader

Participants

Geometry Teachers in Collaborative Teams (PLCs)

Schedule

Monthly, from 8/24/2015 to 6/1/2016

G6. Increase the number of students scoring proficient on the Biology EOC by 1%

G6.B1 Lack of support facilitation for ESE/504 students in Biology classes Time management of curriculum (Scope and Sequence) Lag time between instructional sessions Financial support for Biology inquiry based labs

G6.B1.S1 Prioritize standards for implementation through Biology Collaborative Team (PLC) based on endurance, readiness and leverage rating

PD Opportunity 1

Prioritization of Biology Standards

Facilitator

Biology Collaborative Team

Participants

Biology Collaborative Team (PLCs)

Schedule

Monthly, from 8/24/2015 to 6/1/2016

G7. Increase and/or maintain students participating in CTE courses and increase performance on industry certifications by 1%

G7.B1 Limited number of students participating in industry certifications

G7.B1.S1 Refine curriculum to incorporate Marzano's framework, emphasizing DQ1 and DQ4, and Domain 2. Additionally, integrate enrichment activities and test-taking strategies to increase number of students earning industry certifications.

PD Opportunity 1

Incorporate Marzano's framework DQ1, DQ4, and Domain 2 to addressing clear goals, helping students generate and test hypotheses, and planning and preparing lessons.

Facilitator

Administrators

Participants

CTE Teachers

Schedule

Monthly, from 8/24/2015 to 6/1/2016

G7.B1.S2 Using formative assessments (e.g. post-tests) evaluate students' strengths and limitations to re-teach the applicable content

PD Opportunity 1

CTE Pre and post tests to monitor student progress

Facilitator

CTE Team Leader, Career Specialist, Administration

Participants

CTE Teachers in a Professional Learning Community (Collaborative Team)

Schedule

G7.B2 Limited number of Level 2 and below students participating in CTE courses

G7.B2.S1 Increase the number of CTE Teachers with CAR-PD training to allow more more Level 2 students to participate in CTE coursework

PD Opportunity 1

Using recently attained CAR-PD certification to implement strategies

Facilitator

Literacy Coach

Participants

CTE Teachers

Schedule

Semiannually, from 8/24/2015 to 6/3/2016

G8. Increase student performance in AP and Dual Enrollment coursework and exams by 2%

G8.B1 Eliminating scheduling conflicts with AP, Dual Enrollment, and electives

G8.B1.S1 AP Teachers, Guidance Counselors, and Administration review and revise scheduling procedures using FOCUS

PD Opportunity 1

Increase participation and performance in AP Coursework

Facilitator

AP Teachers leading Collaborative Teams (PLCs) school and district wide

Participants

AP Teachers

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Parent Contact and Positive Reinforcement (PBIS and Mentoring Program)				\$1,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0351 - Jensen Beach High School	School Improvement Funds		\$1,700.00
<i>Notes: CRL funding for morning or afternoon sessions.</i>						
2	G2.B1.S1.A1	Optimizing the Learning Environment For Upper Level Retakes				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0351 - Jensen Beach High School	School Improvement Funds		\$600.00
<i>Notes: ACT testing for economically disadvantaged students.</i>						
3	G3.B1.S1.A1	Literacy Across The Curriculum				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0351 - Jensen Beach High School	School Improvement Funds		\$6,000.00
<i>Notes: PLC Summer Institute for collaborative team training for administration and teacher leaders.</i>						
4	G4.B1.S1.A1	Students more familiar with test format				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$300.00
<i>Notes: Algebra EOC Boot Camp Tutors</i>						
5	G5.B1.S1.A1	Memorizing Formulas				\$0.00
6	G6.B1.S1.A1	Prioritization of Biology Standards				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			District-Wide	School Improvement Funds		\$200.00
			<i>Notes: Biology Boot Camp Tutors</i>			
7	G7.B1.S1.A1	Incorporate Marzano's framework DQ1, DQ4, and Domain 2 to addressing clear goals, helping students generate and test hypotheses, and planning and preparing lessons.				\$0.00
8	G7.B1.S2.A1	CTE Pre and post tests to monitor student progress				\$0.00
9	G7.B1.S3.A1	CTE Tutoring				\$0.00
10	G7.B2.S1.A1	Using recently attained CAR-PD certification to implement strategies				\$0.00
11	G7.B3.S1.A1	Effectively market CTE programs, to include program brochures and website. Conduct presentations at open house, parent-teacher conference nights, and middle school presentations. Counsel students to increase program concentrator rates				\$0.00
12	G8.B1.S1.A1	Increase participation and performance in AP Coursework				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0351 - Jensen Beach High School	School Improvement Funds		\$1,000.00
			<i>Notes: AP Conferences</i>			
13	G9.B1.S1.A1	Prioritization of US History Standards				\$0.00
					Total:	\$9,800.00