

Martin County School District

# Jensen Beach High School



2016-17 Schoolwide Improvement Plan

# Jensen Beach High School

2875 NW GOLDENROD RD, Jensen Beach, FL 34957

[martinschools.org/o/jbhs](http://martinschools.org/o/jbhs)

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	No	33%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

## School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	A

*\*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 was approved by the Martin County School Board on 11/15/2016.

## 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Jensen Beach High School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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. A comprehensive mentoring program is initiated at the start of each school year in which teachers and staff are given background information on students as well as encouraged to build relationships with students. We have a student services collaborative team whose main function is to ensure that the school has an all inclusive culture that seeks to educate staff members on the varying needs of our students ranging from cultural, behavioral, academic, and social needs.

##### b. 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 are taught, monitored and enforced throughout the time students are on campus. Student participation in after school activities are encouraged and all inclusive. Students are given incentives to attend after school functions as we believe that their integration into the school community is paramount to feeling accepted and a part of the overall school culture.

##### c. 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 student 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.

**d. 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.

**3. Early Warning Systems**

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

**a. 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. These students are also referred to our Student Support Collaborative Team for assessment on possible in-take into our mentoring program.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	127	147	122	104	500
One or more suspensions	0	0	0	0	0	0	0	0	0	88	89	70	49	296
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	8	52	33	35	128
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**c. 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 admission into the mentoring program, 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.

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

No

**1. PIP Link**

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

**2. 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.

**2. 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.

Our SAC membership is also made up of local business partners who contribute their feedback to the betterment of JBHS and involves them in our decision making in SAC votes that directly impact our school.

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.

### C. Effective Leadership

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

#### 1. School Leadership Team

##### a. Membership

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

Name	Title
Vogel, Lori	Principal
Kirsch, Gary	Assistant Principal
Kane, Lori	Assistant Principal
Thompson, Jaime	Assistant Principal
Costello, Ronald	Assistant Principal
	Dean

##### b. Duties

**1. 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.

**2. 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.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
LORI VOGEL	Principal
KIM MACALLISTER	Teacher
GISELLE PROVENCHER	Teacher
HENRY FELICIANO	Education Support Employee
SYLVIA PANTON	Parent
KERRY SOVIERO	Parent
LINDA FITZPATRICK	Business/Community
THERESA MESSINA	Teacher
KATHLEEN WONNELL	Teacher
ALYSSA PANTON	Student
GRAYSON CAMPO	Student
MIGUEL ALMEIDA	Student
MARIANNE VINETTE	Teacher
ALANA STRAUSS	Student
AMBER BRACK	Parent
COLLEEN SCHRAMM	Parent
COURTNEY CAMPO	Parent
GARY KIRSCH	Principal
HOLLY CARMODY	Parent
JANE MCGREEVY	Teacher
JOHN BRIDGES	Teacher
JULIE BREEN	Parent
KELSIE LANGLEY	Student
RAUL O'CAMPO	Business/Community
STEVE CORNETTE	Business/Community
SUZANNE WHITTEN	Education Support Employee
TAYLOR KONOPKA	Student

**b. Duties**

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

*a. 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.

*b. 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

*c. Preparation of the school's annual budget and plan*

SAC members collaborated on the annual budget decisions.

**2. 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.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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.

**D. Public and Collaborative Teaching**

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

**1. 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 curriculum based team. Other collaborative teams, including the administrative team, the student support team, the MTSS Team, etc. consist of permanent core members and bring in other members as needed on an ad hoc basis for problem solving sessions.

**2. 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. Schedules are set up to allow new teachers to visit veteran teacher classrooms with conferences between admin and teachers to discuss what was observed and the implications of use for their classroom.

### **3. 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.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. 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 ensure 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). Furthermore, district instructional frameworks are provided that contains unit designs, learning goals and scales, as well as district scope and sequence.

#### **b. Instructional Strategies**

##### ***1. 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.

Recent inclusion of Kagan training and coaching has enabled teachers to differentiate on an engaging level allowing remediation and enrichment strategies to coexist in the classroom at the same time.

**2. 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@martinschools.org

**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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. 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.

## **b. College and Career Readiness**

### **1. 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.

### **2. 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.

**3. 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.

**4. 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.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

## **B. 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.

## **C. Strategic Goals**

## 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 students taking the FSA ELA Writing/Reading exam will demonstrate proficiency.
- G3.** 65% of the students taking the FSA Algebra 1, Algebra 2, or Geometry EOC will demonstrate proficiency.
- G4.** Increase the number of students scoring proficient on the Biology EOC by 3%.
- G5.** Increase and/or maintain students participating in CTE courses and increase performance on industry certifications by 1%
- G6.** Increase student performance in AP and Dual Enrollment coursework and exams by 2%

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

G087194

**Targets Supported** 1b

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

**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

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

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

Attendance Reports, FOCUS Grades, Test Scores

**Person Responsible**

Lori Vogel

**Schedule**

Monthly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

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

**G2. 75% of students taking the FSA ELA Writing/Reading exam will demonstrate proficiency. 1a**

G087195

**Targets Supported 1b**

Indicator	Annual Target
FSA ELA Achievement	75.0

**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 Lack of student engagement

**Resources Available to Help Reduce or Eliminate the Barriers 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) Kagan Training for Teachers

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

Literacy Across The Curriculum

**Person Responsible**

Dana Cone

**Schedule**

Monthly, from 8/22/2016 to 6/5/2017

**Evidence of Completion**

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

**G3.** 65% of the students taking the FSA Algebra 1, Algebra 2, or Geometry EOC will demonstrate proficiency. 1a

G087196

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0

**Targeted Barriers to Achieving the Goal** 3

- Determining Essential Standards Test format Prior knowledge Course scope and sequence to address limited time frame to cover assessed standards Student engagement Planning alignment

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- District Professional Development, Data Teams, Collaborative Teams (PLC's), Sharing best practices, ALEKS, updated text book that addresses new standards tested on EOC

**Plan to Monitor Progress Toward G3.** 8

Common Formative assessment data will be collected along with intentional daily lesson plans.

**Person Responsible**

Lori Vogel

**Schedule**

Weekly, from 8/22/2016 to 6/5/2017

**Evidence of Completion**

Reviewing lesson plans and common formative assessments with teams to help diagnose and remediate deficiencies.

**G4. Increase the number of students scoring proficient on the Biology EOC by 3%. 1a**

G087197

**Targets Supported 1b**

Indicator	Annual Target
Bio I EOC Pass	4.0

**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

**Resources Available to Help Reduce or Eliminate the Barriers 2**

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

**Plan to Monitor Progress Toward G4. 8**

Data Driven Instruction implementation

**Person Responsible**

Lori Vogel

**Schedule**

Annually, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Student achievement results on Biology EOC

**G5.** Increase and/or maintain students participating in CTE courses and increase performance on industry certifications by 1% **1a**

G087198

**Targets Supported** **1b**

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

**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

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Collaborative Teams (PLCs) for CTE

**Plan to Monitor Progress Toward G5.** **8**

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

**Person Responsible**

Lori Vogel

**Schedule**

Annually, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Student enrollments and industry certification passing rates



**G6. Increase student performance in AP and Dual Enrollment coursework and exams by 2%** 1a

G087199

**Targets Supported** 1b

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

**Targeted Barriers to Achieving the Goal** 3

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

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

**Plan to Monitor Progress Toward G6.** 8

AP participation increases without performance decreasing

**Person Responsible**

Gary Kirsch

**Schedule**

Monthly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**


Student Performance on AP Exams

## 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**

 G087194

**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**

 B231804

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

 S244566

### 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 8/22/2016 to 6/5/2017

#### 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 8/22/2016 to 6/5/2017

**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 8/22/2016 to 6/5/2017

**Evidence of Completion**

Attendance Reports and Mentor Observation Logs

**G2.** 75% of students taking the FSA ELA Writing/Reading exam will demonstrate proficiency. 1

G087195

**G2.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 Lack of student engagement 2

B231805

**G2.B1.S1** Increase reading demands across the curriculum through training in which content areas focus on unwrapping and incorporating standards for reading with emphasis on text complexity and close reading. Provide all content areas with high-yield literacy strategies and best practices 4

S244567

### 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

PLC Cycle and Literacy Across the Curriculum

#### Person Responsible

Dana Cone

#### Schedule

Monthly, from 8/22/2016 to 6/5/2017

#### Evidence of Completion

Lesson plans sent to evaluator and sharing best practices during collaborative team meetings and PLC Cycle folders with daily lesson planning of the essential standards.

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

Literacy Across The Curriculum

**Person Responsible**

Dana Cone

**Schedule**

Monthly, from 8/22/2016 to 6/5/2017

**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 G2.B1.S1** 7

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

**Person Responsible**

Lori Vogel

**Schedule**

Monthly, from 8/22/2016 to 6/5/2017

**Evidence of Completion**

Teacher Observations and Collaborative Team Meetings Agendas (PLCs), Kagan Coaching Sessions, Common Formative Assessment Data

**G2.B1.S2** Increase writing skills through the WAC program. Teachers implement FSA styled writing prompts across all content areas at least twice during the school year. Teachers use high yield strategies, such as thesis, PEE (organization) and grade using released FSA rubric. 4

S244568

### **Strategy Rationale**

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

### **Action Step 1 5**

Writing skills will increase through thorough professional development and implementation of a school wide Writing Across the Curriculum Program

#### **Person Responsible**

Dana Cone

#### **Schedule**

Monthly, from 8/22/2016 to 6/5/2017

#### **Evidence of Completion**

Writing samples from classes, rubric review and collection

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2 6**

Graded Samples and gradebook reports will be kept in collaborative team binders and reviewed by administration. Paralle Writes given district wide with data collection sheet due to district for review and problem solving.

#### **Person Responsible**

Dana Cone

#### **Schedule**

Monthly, from 8/15/2016 to 6/5/2017

#### **Evidence of Completion**

Data collection sheet due in the fall with base line writing data to impact instruction. Writing across the curriculum graded sampled will kept in collaborative team binders for review by administration.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

9th and 10th grade teachers will be provided a full day opportunity to grade essays and collaborate on the proper implementation of the rubric. Support sessions for staff on grading provided by the literacy coach.

**Person Responsible**

Dana Cone

**Schedule**

Semiannually, from 8/22/2016 to 6/5/2017

**Evidence of Completion**

Attendance sheets to determine who needed grading support. Writing samples will be reviewed by admin with the teachers to do a needs a assessment of further professional development needs.

**G2.B1.S3** Increase student engagement in the classroom to impact the classroom environment. 4

S244569

**Strategy Rationale**

Students who are engaged are more likely to interact with their classmates, the content, and come to school ready to learn.

**Action Step 1** 5

Kagan Training and Sign up for Coaching in the Classroom

**Person Responsible**

Lori Vogel

**Schedule**

Monthly, from 8/22/2016 to 6/5/2017

**Evidence of Completion**

Common Formative Assessment Data, Classroom Observations

**G3.** 65% of the students taking the FSA Algebra 1, Algebra 2, or Geometry EOC will demonstrate proficiency.

1

G087196

**G3.B1** Determining Essential Standards Test format Prior knowledge Course scope and sequence to address limited time frame to cover assessed standards Student engagement Planning alignment 2

B231806

**G3.B1.S1** Coaching in Collaborative Teams, Intentional daily lesson planning around essential standards, ALEKS training, Kagan Training 4

S244570

### Strategy Rationale

Having teachers understand and plan around the essential standards is important to student mastery. Working in collaborative teams to create and grade common formative assessments ensures a guaranteed and viable curriculum for all students. ALEKS program for practice and alternate instruction and implementation of Kagan Structures to increase student engagement.

### Action Step 1 5

Teachers will work through the PLC cycle using evidence based strategies and intentional planning to increase student achievement.

#### Person Responsible

Lori Vogel

#### Schedule

Monthly, from 8/22/2016 to 6/5/2017

#### Evidence of Completion

EOC results increase including higher pass rates for students in retake status. Student mastery of standards through common formative assessments that are team created, graded, and planned for remediation.



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

District coaches to attend weekly meetings with math teams. Coaching on lesson planning and student engagement.

**Person Responsible**

Lori Vogel

**Schedule**

Monthly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Common formative assessment data, Weekly team agendas and minutes, lesson plans, coach anecdotes

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

Principal to attend weekly meetings and assist guiding team through the PLC process.

**Person Responsible**

**Schedule**

Weekly, from 8/22/2016 to 6/5/2017

**Evidence of Completion**

Using FOCUS gradebook and data collection sheets to monitor student progress. These artifacts will be kept in collaborative team binders for monitoring and timely feedback.

**G4. Increase the number of students scoring proficient on the Biology EOC by 3%. 1**

G087197

**G4.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

B231807

**G4.B1.S1** Prioritize standards for implementation through Biology Collaborative Team (PLC) based on endurance, readiness and leverage rating 4

S244571

**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 8/15/2016 to 6/1/2017

**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 G4.B1.S1 6**

Collaborative Team Meetings, Data-Driven Instruction

**Person Responsible**

Lori Vogel

**Schedule**

Monthly, from 8/15/2016 to 6/5/2017

**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 G4.B1.S1 7**

Implementation of instruction based upon data analysis

**Person Responsible**

Lori Vogel

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

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

**G5. Increase and/or maintain students participating in CTE courses and increase performance on industry certifications by 1% 1**

G087198

**G5.B1 Limited number of students participating in industry certifications 2**

B231808

**G5.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

S244572

**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 8/15/2016 to 6/5/2017

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G5.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 8/15/2016 to 6/5/2017

**Evidence of Completion**

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

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

Students participating and earning industry certifications

**Person Responsible**

Lori Vogel


**Schedule**

Monthly, from 8/22/2016 to 6/5/2017

**Evidence of Completion**

Teacher Observations, student participants, industry certification passing rates

**G5.B1.S2** Using formative assessments (e.g. post-tests) evaluate students' strengths and limitations to re-teach the applicable content **4**

 S244573

### **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 G5.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 G5.B1.S2** **7**

Reteaching concepts bases upon formative assessments data


#### **Person Responsible**

#### **Schedule**

#### ***Evidence of Completion***

Teacher Observations and Lesson Plans

**G5.B1.S3** If necessary, conduct before/after school tutoring to facilitate those students identified in Strategy 2 to become proficient **4**

 S244574

### **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 G5.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 G5.B1.S3 **7****

Increase the number of students earning industry certifications

**Person Responsible**

**Schedule**

***Evidence of Completion***

Industry certification results

**G5.B2** Limited number of Level 2 and below students participating in CTE courses **2**

 B231809

**G5.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**

 S244575

**Strategy Rationale**

Higher participation in CTE courses

Action Step(s) Missing for Goal #5, Barrier #2, Strategy #1  
Complete one or more action steps for this Strategy or de-select it

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** **6**

Utilize strategies from CAR-PD Training

**Person Responsible**

**Schedule**

Semiannually, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** **7**

Incorporate literacy strategies in CTE coursework

**Person Responsible**


**Schedule**

Monthly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Teacher observations, student achievement data

**G5.B3** Limited number of Honors students participating in CTE courses **2**

 B231810

**G5.B3.S1** Promote rigor of programs, to include earning honors level credit for participating in CTE coursework **4**

 S244576

**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 G5.B3.S1** **6**

Reviewing student registrations for CTE courses

**Person Responsible**

Lori Vogel

**Schedule**

Monthly, from 8/15/2016 to 8/15/2016

***Evidence of Completion***

Students adding honor level CTE coursework to their schedules



**Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7**

Honor level students taking CTE coursework

**Person Responsible**

**Schedule**

**Evidence of Completion**

CTE class enrollments

**G6. Increase student performance in AP and Dual Enrollment coursework and exams by 2% 1**

G087199

**G6.B1 Eliminating scheduling conflicts with AP, Dual Enrollment, and electives 2**

B231811

**G6.B1.S1 AP Teachers, Guidance Counselors, and Administration review and revise scheduling procedures using FOCUS 4**

S244577

**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 8/15/2016 to 6/5/2017

**Evidence of Completion**

Students have more access to AP coursework

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

More students accessing the available AP and Dual Enrollment classes

**Person Responsible**

Gary Kirsch

**Schedule**

Annually, from 8/15/2016 to 6/5/2017

***Evidence of Completion***

Increased AP enrollment

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

Increased participation and performance in AP classes

**Person Responsible**

Gary Kirsch

**Schedule**

Annually, from 8/15/2016 to 6/5/2017

***Evidence of Completion***

AP enrollment and performance data

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G5.B3.S1.MA1 M328888	Honor level students taking CTE coursework		No Start Date	CTE class enrollments	No End Date once
G5.B3.S1.A1 A316678	Effectively market CTE programs, to include program brochures and website. Conduct presentations...		No Start Date	Increase in number of honor level students participating in CTE coursework	No End Date once
G5.B1.S2.MA1 M328882	Reteaching concepts bases upon formative assessments data		No Start Date	Teacher Observations and Lesson Plans	No End Date once
G5.B1.S2.MA1 M328883	CTE progress monitoring of student growth		No Start Date	Student assessment data	No End Date once
G5.B1.S2.A1 A316676	CTE Pre and post tests to monitor student progress		No Start Date	Formative assessments and data results	No End Date once
G5.B1.S3.MA1 M328884	Increase the number of students earning industry certifications		No Start Date	Industry certification results	No End Date once
G5.B1.S3.MA1 M328885	Students receiving additional support in preparation for CTE coursework and industry certification...		No Start Date	CTE progress monitoring assessments	No End Date once
G5.B1.S3.A1 A316677	CTE Tutoring		No Start Date	Teacher Attendance Logs	No End Date once
G5.B3.S1.MA1 M328889	Reviewing student registrations for CTE courses	Vogel, Lori	8/15/2016	Students adding honor level CTE coursework to their schedules	8/15/2016 monthly
G4.MA1 M328879	Data Driven Instruction implementation	Vogel, Lori	8/15/2016	Student achievement results on Biology EOC	6/1/2017 annually
G4.B1.S1.A1 A316674	Prioritization of Biology Standards	Provencher, Giselle	8/15/2016	Concentrating Instruction – Power Standards Chart, Data Team Meetings and teacher lesson plans, common formative assessments	6/1/2017 monthly
G1.MA1 M328868	Attendance Reports, FOCUS Grades, Test Scores	Vogel, Lori	8/15/2016	Student attendance rate will increase, grades will increase, test scores will increase, and graduation rate will increase	6/5/2017 monthly
G2.MA1 M328873	Literacy Across The Curriculum	Cone, Dana	8/22/2016	Student achievement results on FSA Reading/Writing, progress monitoring tests, and graded student WAC.	6/5/2017 monthly
G3.MA1 M328876	Common Formative assessment data will be collected along with intentional daily lesson plans.	Vogel, Lori	8/22/2016	Reviewing lesson plans and common formative assessments with teams to help diagnose and remediate deficiencies.	6/5/2017 weekly
G5.MA1 M328890	More students at all levels participating in CTE coursework and industry certifications	Vogel, Lori	8/15/2016	Student enrollments and industry certification passing rates	6/5/2017 annually
G6.MA1 M328893	AP participation increases without performance decreasing	Kirsch, Gary	8/15/2016	Student Performance on AP Exams	6/5/2017 monthly
G1.B1.S1.MA1 M328866	Students will be in attendance and mentors will promote positive relationships with students	Vogel, Lori	8/22/2016	Attendance Reports and Mentor Observation Logs	6/5/2017 monthly
G1.B1.S1.MA1 M328867	Student Attendance and Positive Reinforcement	Vogel, Lori	8/22/2016	Updating Senior Cohort list on the Common Drive weekly. Completing Mentoring Paperwork on a monthly basis	6/5/2017 monthly

**Martin - 0351 - Jensen Beach High School - 2016-17 SIP**  
*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
G1.B1.S1.A1 A316669	Parent Contact and Positive Reinforcement (PBIS and Mentoring Program)	Vogel, Lori	8/22/2016	Senior Cohort List on Common Drive, SOAR Cards, Phone Logs, Postcards Home, Mentoring Paperwork	6/5/2017 monthly
G2.B1.S1.MA1 M328869	Students will be able to apply high levels of critical thinking in all content areas	Vogel, Lori	8/22/2016	Teacher Observations and Collaborative Team Meetings Agendas (PLCs), Kagan Coaching Sessions, Common Formative Assessment Data	6/5/2017 monthly
G2.B1.S1.MA1 M328870	Literacy Across The Curriculum	Cone, Dana	8/22/2016	Attendance at professional development training, submission of lesson plans, classroom observation, submitted graded prompts, collaborative teams graded materials, and FSA reading scores	6/5/2017 monthly
G2.B1.S1.A1 A316670	PLC Cycle and Literacy Across the Curriculum	Cone, Dana	8/22/2016	Lesson plans sent to evaluator and sharing best practices during collaborative team meetings and PLC Cycle folders with daily lesson planning of the essential standards.	6/5/2017 monthly
G3.B1.S1.MA1 M328874	Principal to attend weekly meetings and assist guiding team through the PLC process.		8/22/2016	Using FOCUS gradebook and data collection sheets to monitor student progress. These artifacts will be kept in collaborative team binders for monitoring and timely feedback.	6/5/2017 weekly
G3.B1.S1.MA1 M328875	District coaches to attend weekly meetings with math teams. Coaching on lesson planning and student...	Vogel, Lori	8/15/2016	Common formative assessment data, Weekly team agendas and minutes, lesson plans, coach anecdotes	6/5/2017 monthly
G3.B1.S1.A1 A316673	Teachers will work through the PLC cycle using evidence based strategies and intentional planning...	Vogel, Lori	8/22/2016	EOC results increase including higher pass rates for students in retake status. Student mastery of standards through common formative assessments that are team created, graded, and planned for remediation.	6/5/2017 monthly
G4.B1.S1.MA1 M328877	Implementation of instruction based upon data analysis	Vogel, Lori	8/15/2016	Collaborative Team Meetings Agendas, Teacher Observations, collaborative formative assessment data	6/5/2017 weekly
G4.B1.S1.MA1 M328878	Collaborative Team Meetings, Data-Driven Instruction	Vogel, Lori	8/15/2016	Collaborative Team Meeting Agendas and Minutes (Binders), Teacher Observations, Lesson Plans Review, common formative assessments	6/5/2017 monthly
G5.B1.S1.MA1 M328880	Students participating and earning industry certifications	Vogel, Lori	8/22/2016	Teacher Observations, student participants, industry certification passing rates	6/5/2017 monthly
G5.B1.S1.MA1 M328881	Incorporate Marzano Framework DQ 1, DQ4, and Domain 2 as teachers prepare and development lesson...	Vogel, Lori	8/15/2016	Teacher Observations, Lesson Plans, Observation Feedback, Collaborative Team Meetings Agendas	6/5/2017 monthly
G5.B1.S1.A1 A316675	Incorporate Marzano's framework DQ1, DQ4, and Domain 2 to addressing clear goals, helping students...	Vogel, Lori	8/15/2016	Teacher Observations, Professional Development on Marzano Framework, lesson plans, Industry Certification passing rates	6/5/2017 monthly
G5.B2.S1.MA1 M328886	Incorporate literacy strategies in CTE coursework		8/15/2016	Teacher observations, student achievement data	6/5/2017 monthly
G5.B2.S1.MA1 M328887	Utilize strategies from CAR-PD Training		8/15/2016	Lesson Plans	6/5/2017 semiannually
G6.B1.S1.MA1 M328891	Increased participation and performance in AP classes	Kirsch, Gary	8/15/2016	AP enrollment and performance data	6/5/2017 annually
G6.B1.S1.MA1 M328892	More students accessing the available AP and Dual Enrollment classes	Kirsch, Gary	8/15/2016	Increased AP enrollment	6/5/2017 annually
G6.B1.S1.A1 A316679	Increase participation and performance in AP Coursework	Kirsch, Gary	8/15/2016	Students have more access to AP coursework	6/5/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1 M328871	9th and 10th grade teachers will be provided a full day opportunity to grade essays and collaborate...	Cone, Dana	8/22/2016	Attendance sheets to determine who needed grading support. Writing samples will be reviewed by admin with the teachers to do a needs a assessment of further professional development needs.	6/5/2017 semiannually
G2.B1.S2.MA1 M328872	Graded Samples and gradebook reports will be kept in collaborative team binders and reviewed by...	Cone, Dana	8/15/2016	Data collection sheet due in the fall with base line writing data to impact instruction. Writing across the curriculum graded sampled will kept in collaborative team binders for review by administration.	6/5/2017 monthly
G2.B1.S2.A1 A316671	Writing skills will increase through thorough professional development and implementation of a...	Cone, Dana	8/22/2016	Writing samples from classes, rubric review and collection	6/5/2017 monthly
G2.B1.S3.A1 A316672	Kagan Training and Sign up for Coaching in the Classroom	Vogel, Lori	8/22/2016	Common Formative Assessment Data, Classroom Observations	6/5/2017 monthly

## V. 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 8/22/2016 to 6/5/2017

**G2. 75% of students taking the FSA ELA Writing/Reading exam will demonstrate proficiency.**

**G2.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 Lack of student engagement

**G2.B1.S1** Increase reading demands across the curriculum through training in which content areas focus on unwrapping and incorporating standards 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**

PLC Cycle and Literacy Across the Curriculum

**Facilitator**

Administration

**Participants**

All Teachers in Collaborative Teams (PLCs)

**Schedule**

Monthly, from 8/22/2016 to 6/5/2017

**G2.B1.S2** Increase writing skills through the WAC program. Teachers implement FSA styled writing prompts across all content areas at least twice during the school year. Teachers use high yield strategies, such as thesis, PEE (organization) and grade using released FSA rubric.

**PD Opportunity 1**

Writing skills will increase through thorough professional development and implementation of a school wide Writing Across the Curriculum Program

**Facilitator**

Dana Cone

**Participants**

Instructional Staff

**Schedule**

Monthly, from 8/22/2016 to 6/5/2017

**G2.B1.S3** Increase student engagement in the classroom to impact the classroom environment.

**PD Opportunity 1**

Kagan Training and Sign up for Coaching in the Classroom

**Facilitator**

Kagan

**Participants**

Instructional Staff

**Schedule**

Monthly, from 8/22/2016 to 6/5/2017

**G3.** 65% of the students taking the FSA Algebra 1, Algebra 2, or Geometry EOC will demonstrate proficiency.

**G3.B1** Determining Essential Standards Test format Prior knowledge Course scope and sequence to address limited time frame to cover assessed standards Student engagement Planning alignment

**G3.B1.S1** Coaching in Collaborative Teams, Intentional daily lesson planning around essential standards, ALEKS training, Kagan Training

**PD Opportunity 1**

Teachers will work through the PLC cycle using evidence based strategies and intentional planning to increase student achievement.

**Facilitator**

Kagan, ALEKS, District Team

**Participants**

Math Teachers

**Schedule**

Monthly, from 8/22/2016 to 6/5/2017



**G4. Increase the number of students scoring proficient on the Biology EOC by 3%.**

**G4.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

**G4.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 8/15/2016 to 6/1/2017

**G5. Increase and/or maintain students participating in CTE courses and increase performance on industry certifications by 1%**

**G5.B1** Limited number of students participating in industry certifications

**G5.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 8/15/2016 to 6/5/2017

**G5.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**

**G6.** Increase student performance in AP and Dual Enrollment coursework and exams by 2%

**G6.B1** Eliminating scheduling conflicts with AP, Dual Enrollment, and electives

**G6.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 8/15/2016 to 6/5/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Parent Contact and Positive Reinforcement (PBIS and Mentoring Program)				\$1,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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	PLC Cycle and Literacy Across the Curriculum				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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>						
3	G2.B1.S2.A1	Writing skills will increase through thorough professional development and implementation of a school wide Writing Across the Curriculum Program				\$0.00
4	G2.B1.S3.A1	Kagan Training and Sign up for Coaching in the Classroom				\$0.00
5	G3.B1.S1.A1	Teachers will work through the PLC cycle using evidence based strategies and intentional planning to increase student achievement.				\$0.00
6	G4.B1.S1.A1	Prioritization of Biology Standards				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$200.00
<i>Notes: Biology Boot Camp Tutors</i>						
7	G5.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	G5.B1.S2.A1	CTE Pre and post tests to monitor student progress				\$0.00
9	G5.B1.S3.A1	CTE Tutoring				\$0.00
10	G5.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
11	G6.B1.S1.A1	Increase participation and performance in AP Coursework				\$1,000.00

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	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0351 - Jensen Beach High School	School Improvement Funds		\$1,000.00
			<i>Notes: AP Conferences</i>			
					<b>Total:</b>	<b>\$8,900.00</b>