

# Jensen Beach High School



2014-15 School Improvement Plan

## Jensen Beach High School

2875 NW GOLDENROD RD, Jensen Beach, FL 34957

jbhs.sbmc.org

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

28%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

22%

### School Grades History

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

### School Board Approval

This plan is pending approval by the 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 or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
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 Model 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
- 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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

*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

Pinnacle

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, monthly principal chats, 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**

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

Name	Title
Laws, Greg	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:

Greg Laws - 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

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

Name	Stakeholder Group
GREG LAWS	Principal
DANA CONE	Teacher
ANTHONY FERRO	Teacher
MARY GUCCIARDO	Teacher
KIM MACALLISTER	Teacher
GISELLE PROVENCHER	Teacher
CINDY SILVA	Teacher
MATTHEW SOFARELLI	Teacher
RICHARD KELLER	Teacher
HENRY FELICIANO	Education Support Employee
ANDREA ADLER	Student
EVAN FARRARA	Student
BLAKE FORDYCE	Student
DANIEL KNIGHT	Student
ZACHARY PANTON	Student
MARCO VALLEJOS	Student
JAMIE HARKINS	Parent
DOREEN HARWOOD	Parent
SYLVIA PANTON	Parent
LISA RAVELO	Parent
KERRY SOVIERO	Parent
LINDA FITZPATRICK	Business/Community
PHYLLIS GILLESPIE	Business/Community
	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**

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

Name	Title
Laws, Greg	Principal
Kirsch, Gary	Assistant Principal
Kane, Lori	Assistant Principal
Thompson, Jaime	Assistant Principal
Gucciardo, Mary	Instructional Coach
Cone, Dana	Teacher, K-12
Ferro, Anthony	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 data teams the areas of concern. Additionally, the LLT will address vocabulary building and literacy across the curriculum.

**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 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. (5) Book Study for teachers new to JBHS.

## **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.

#### **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 the End of Year Exams now being constructed in the district and state. 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**

**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:** Extended School Day

**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 weekly 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 has teamed up with the local Starbucks® to create and develop simulated advertisements that are evaluated by the Starbucks® management team. 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 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.

## 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 retakes will meet reading graduation requirements by passing one of the following: FCAT 2.0, ACT, SAT
- G3.** 75% of all students will score proficient on the FSA Reading
- G4.** 70% of students will score proficient on the FSA writing
- G5.** 75% of the students taking the Algebra 1 EOC will demonstrate proficiency
- G6.** Increase the number of students scoring proficient on the Geometry EOC by 1%
- G7.** Increase the number of students scoring proficient on the Biology EOC by 2%
- G8.** Increase and/or maintain students participating in CTE courses and increase performance on industry certifications by 1%
- G9.** Increase student participation and performance in AP coursework and exams by 5%

## 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

G041867

**Targets Supported** 1b

Indicator	Annual Target
On-time Progression to Grade 10	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, Pinnacle Grades, Test Scores

**Person Responsible**

**Schedule**

Monthly, from 9/1/2014 to 5/22/2015

**Evidence of Completion**

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

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

G041868

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

Indicator	Annual Target
AMO Reading - All Students	83.0

**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

**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**

**Schedule**

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

**Evidence of Completion**

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

**G3. 75% of all students will score proficient on the FSA Reading** 1a

G041869

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	83.0

**Resources Available to Support the Goal** 2

- FSA Test Items Specs FSA Standards Collaborative Teams District Adopted Instructional Material District Gale Electronic Resources CPALMS District English Language Arts Frameworks Literacy Coach

**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 Use of effective instructional strategies English Language Arts teachers implementing and making instructional shifts to the Florida Standards

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

Literacy Across The Curriculum

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Student achievement results on FSA Reading Assessment

**G4. 70% of students will score proficient on the FSA writing** 1a

G041870

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0

**Resources Available to Support the Goal** 2

- FSA Test Items Specs FSA Example prompts and released rubrics Collaborative Teams ELA Department Professional Development provided to all staff CPALMS Literacy Coach

**Targeted Barriers to Achieving the Goal** 3

- Writing instruction disconnected from content area and compliance versus quality writing

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

Teacher Observations, Lesson Plans

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Student achievement results on FSA Writing Assessment and Collaborative Team Data

**G5. 75% of the students taking the Algebra 1 EOC will demonstrate proficiency** 1a

G041871

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	75.0

**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

**Targeted Barriers to Achieving the Goal** 3

- Standards New test format Prior knowledge

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

Assessment data

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Student achievement data

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

G041872

**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 G6.** 8

Student Assessments Data

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Student Achievement Results

**G7. Increase the number of students scoring proficient on the Biology EOC by 2%** 1a

G041873

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	2.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G7.** 8

Data Driven Instruction implementation

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Student achievement results on Biology EOC

**G8. Increase and/or maintain students participating in CTE courses and increase performance on industry certifications by 1%** 1a

G041875

**Targets Supported** 1b

Indicator	Annual Target
Advanced coursework completion - H.S.	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 G8.** 8

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

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Student enrollments and industry certification passing rates

**G9. Increase student participation and performance in AP coursework and exams by 5%** 1a

G041876

**Targets Supported** 1b

Indicator	Annual Target
Advanced coursework completion - H.S.	5.0

**Resources Available to Support the Goal** 2

- Collaborative Teams (PLC) school and district wide

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G9.** 8

AP participation increases without performance decreasing

**Person Responsible**

**Schedule**

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

**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**

 G041867

**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**

 B101783

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

 S112964

### 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

#### Schedule

Monthly, from 9/1/2014 to 5/22/2015

#### 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**

**Schedule**

Monthly, from 9/1/2014 to 5/22/2015

**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**

**Schedule**

Monthly, from 9/1/2014 to 5/22/2015


**Evidence of Completion**

Attendance Reports and Mentor Observation Logs

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

 G041868

**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**

 B101784

**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**

 S112965

### 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 9/1/2014 to 6/1/2015

#### 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

#### Schedule

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

#### Evidence of Completion

Performance Matters 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**

**Schedule**

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


**Evidence of Completion**

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


**G3. 75% of all students will score proficient on the FSA Reading 1**

 G041869

**G3.B1** Instruction: Reading instruction disconnected from content area Number of teachers reading endorsed or completing the next generation content area professional development Use of effective instructional strategies English Language Arts teachers implementing and making instructional shifts to the Florida Standards 2

 B101785

**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

 S112966

**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**

**Schedule**

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

**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**

**Schedule**

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

**Evidence of Completion**

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

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

**Person Responsible**

**Schedule**

**Evidence of Completion**

**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. 70% of students will score proficient on the FSA writing** 1

G041870

**G4.B1 Writing instruction disconnected from content area and compliance versus quality writing** 2

B101786

**G4.B1.S1 Increase writing demands across the curriculum through training in which content areas focus on text dependent extended responses, point evidence and elaboration, thesis statements, and other basic writing elements** 4

S112967

**Strategy Rationale**

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

**Action Step 1** 5

FSA Writing Fundamentals - WAC rubric, close reading, creating text dependent questions

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Essay prompts and text dependent extended responses prompts included in lesson planning and submitted to administration. Collaborative Teams Agends, Teacher Observations

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

FSA Writing Fundamentals

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

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

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

Students will be able to apply critical writing skills in all content areas

**Person Responsible**

**Schedule**

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


**Evidence of Completion**

Teacher Observations and Collaborative Team Meeting Agendas

**G5. 75% of the students taking the Algebra 1 EOC will demonstrate proficiency 1**

 G041871

**G5.B1 Standards New test format Prior knowledge 2**

 B101787

**G5.B1.S1 Familiarize students with the new test format 4**

 S112968

**Strategy Rationale**

Students will be better prepared to be successful on FSA

**Action Step 1 5**

Students more familiar with test format

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

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

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

Familiarize students with test format

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Student data from teacher made assessment

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

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

**Person Responsible**

**Schedule**


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

**Evidence of Completion**


Student data from teacher made assessments and teacher observations



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

 G041872

**G6.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**

 B101788

**G6.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**

 S112969

### 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

#### Schedule

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

#### Evidence of Completion

Data Team Meetings, Teacher Observations, Lesson Plans

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

Memorizing Formulas

#### Person Responsible

#### Schedule

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

#### Evidence of Completion

Student Assessments Data

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

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

**Person Responsible**

**Schedule**

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


**Evidence of Completion**

Student Assessments Data

**G7. Increase the number of students scoring proficient on the Biology EOC by 2% 1**

 G041873

**G7.B1** Lack of support facilitation for ESE/504 students in Biology classes Time management of curriculum Lag time between instructional sessions Financial support for Biology inquiry based labs 2

 B101789

**G7.B1.S1** Prioritize standards for implementation through Biology Collaborative Team (PLC) based on endurance, readiness and leverage rating 4

 S112970

**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**

**Schedule**

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

**Evidence of Completion**

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

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

Collaborative Team Meetings, Data-Driven Instruction

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Collaborative Team Meeting Agendas, Teacher Observations, Lesson Plans Review

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

Implementation of instruction based upon data analysis

**Person Responsible**

**Schedule**

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


**Evidence of Completion**

Collaborative Team Meetings Agendas, Teacher Observations


**G8.** Increase and/or maintain students participating in CTE courses and increase performance on industry certifications by 1% **1**

 G041875

**G8.B1** Limited number of students participating in industry certifications **2**

 B101791

**G8.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**

 S112972

### **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**

#### **Schedule**

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

#### **Evidence of Completion**

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

### **Plan to Monitor Fidelity of Implementation of G8.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**

#### **Schedule**

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

#### **Evidence of Completion**

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

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

Students participating and earning industry certifications

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Teacher Observations, student participants, industry certification passing rates

**G8.B1.S2 Using formative assessments (e.g. post-tests) evaluate students' strengths and limitations to re-teach the applicable content 4**

 S112973

**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 G8.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 G8.B1.S2** 7

Reteaching concepts bases upon formative assessments data

**Person Responsible**

**Schedule**

***Evidence of Completion***

Teacher Observations and Lesson Plans

**G8.B1.S3** If necessary, conduct before/after school tutoring to facilitate those students identified in Strategy 2 to become proficient 4

 S112974

**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 G8.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 G8.B1.S3** 7

Increase the number of students earning industry certifications


**Person Responsible**

**Schedule**

**Evidence of Completion**

Industry certification results

**G8.B2** Limited number of Level 2 and below students participating in CTE courses 2

 B101792

**G8.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

 S112975

**Strategy Rationale**

Higher participation in CTE courses

**Action Step 1** 5

CTE Teachers taking CAR-PD training

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

CAR-PD training completion

**Plan to Monitor Fidelity of Implementation of G8.B2.S1** 6

CAR-PD Training

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Training Logs, Certification

**Plan to Monitor Effectiveness of Implementation of G8.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



**G8.B3** Limited number of Honors students participating in CTE courses **2**

 B101793

**G8.B3.S1** Promote rigor of programs, to include earning honors level credit for participating in CTE coursework **4**

 S112976

**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 G8.B3.S1** **6**

Reviewing student registrations for CTE courses

**Person Responsible**

**Schedule**

***Evidence of Completion***

Students adding honor level CTE coursework to their schedules

**Plan to Monitor Effectiveness of Implementation of G8.B3.S1 7**

Honor level students taking CTE coursework

**Person Responsible**

**Schedule**


**Evidence of Completion**

CTE class enrollments

**G9. Increase student participation and performance in AP coursework and exams by 5% 1**

 G041876

**G9.B1 Eliminating scheduling conflicts with AP, Dual Enrollment, and electives 2**

 B101794

**G9.B1.S1 AP Teachers, Guidance Counselors, and Administration review and revise scheduling procedures 4**

 S112977

**Strategy Rationale**

Increased enrollment in AP classes

**Action Step 1 5**

Increase participation and performance in AP Coursework

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Students have more access to AP coursework

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

More students accessing the available AP classes

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Increased AP enrollment

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

Increased participation and performance in AP classes

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

AP enrollment

**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)		9/1/2014	Senior Cohort List on Common Drive, SOAR Cards, Phone Logs, Postcards Home, Mentoring Paperwork	5/22/2015 monthly
G2.B1.S1.A1	Optimizing the Learning Environment For Upper Level Retakes		9/1/2014	Matrix of intensive reading course offerings based on defined criteria for appropriate student placements	6/1/2015 monthly
G3.B1.S1.A1	Literacy Across The Curriculum		9/1/2014	Lesson plans sent to evaluator and sharing best practices during collaborative team meetings	6/1/2015 monthly
G4.B1.S1.A1	FSA Writing Fundamentals - WAC rubric, close reading, creating text dependent questions		9/1/2014	Essay prompts and text dependent extended responses prompts included in lesson planning and submitted to administration. Collaborative Teams Agends, Teacher Observations	6/1/2015 monthly
G5.B1.S1.A1	Students more familiar with test format		9/1/2014	Format the classroom tests and quizzes to mirror the new EOC test	6/1/2015 monthly
G6.B1.S1.A1	Memorizing Formulas		9/1/2014	Data Team Meetings, Teacher Observations, Lesson Plans	6/1/2015 monthly

**Martin - 0351 - Jensen Beach High School - 2014-15 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
G7.B1.S1.A1	Prioritization of Biology Standards		9/1/2014	Concentrating Instruction – Power Standards Chart, Data Team Meetings and teacher lesson plans	6/1/2015 monthly
G8.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.		9/1/2014	Teacher Observations, Professional Development on Marzano Framework, lesson plans, Industry Certification passing rates	6/1/2015 monthly
G8.B1.S2.A1	CTE Pre and post tests to monitor student progress		Formative assessments and data results	once	
G8.B1.S3.A1	CTE Tutoring		Teacher Attendance Logs	once	
G8.B2.S1.A1	CTE Teachers taking CAR-PD training		9/1/2014	CAR-PD training completion	6/1/2015 semiannually
G8.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	
G9.B1.S1.A1	Increase participation and performance in AP Coursework		9/1/2014	Students have more access to AP coursework	6/1/2015 monthly
G1.MA1	Attendance Reports, Pinnacle Grades, Test Scores		9/1/2014	Student attendance rate will increase, grades will increase, test scores will increase, and graduation rate will increase	5/22/2015 monthly
G1.B1.S1.MA1	Students will be in attendance and mentors will promote positive relationships with students		9/1/2014	Attendance Reports and Mentor Observation Logs	5/22/2015 monthly
G1.B1.S1.MA1	Student Attendance and Positive Reinforcement		9/1/2014	Updating Senior Cohort list on the Common Drive weekly. Completing Mentoring Paperwork on a monthly basis	5/22/2015 monthly
G2.MA1	Optimizing the Learning Environment For Upper Level Retakes		9/1/2014	Percent of students passing FCAT 2.0 retake, ACT, SAT, PERT, and/or decrease in intensity of reading intervention	6/1/2015 monthly
G2.B1.S1.MA1	Optimizing the Learning Environment For Upper Level Retakes		9/1/2014	Students successfully moving along a continuum of Reading Intervention -- Percent of students passing FCAT 2.0 retake, ACT, SAT, PERT, and/or decrease in intensity of reading intervention	6/1/2015 monthly
G2.B1.S1.MA1	Optimizing The Learning Environment For Upper Level Retakes		9/1/2014	Performance Matters data, effective course offerings with appropriate curriculum	6/1/2015 monthly
G3.MA1	Literacy Across The Curriculum		9/1/2014	Student achievement results on FSA Reading Assessment	6/1/2015 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
G3.B1.S1.MA1	Literacy Across The Curriculum		9/1/2014	Attendance at professional development training, submission of lesson plans, classroom observation, submitted prompts, collaborative teams graded materials, and FSA reading scores	6/1/2015 monthly

**Martin - 0351 - Jensen Beach High School - 2014-15 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
G3.B1.S1.MA3	[no content entered]			one-time	
G4.MA1	Teacher Observations, Lesson Plans		9/1/2014	Student achievement results on FSA Writing Assessment and Collaborative Team Data	6/1/2015 monthly
G4.B1.S1.MA1	Students will be able to apply critical writing skills in all content areas		9/1/2014	Teacher Observations and Collaborative Team Meeting Agendas	6/1/2015 monthly
G4.B1.S1.MA1	FSA Writing Fundamentals		9/1/2014	Attendance at professional development, submission of lesson plans, classroom observation, submitted prompts, collaborative teams graded materials, and FSA writing scores	6/1/2015 monthly
G5.MA1	Assessment data		9/1/2014	Student achievement data	6/1/2015 monthly
G5.B1.S1.MA1	Students will be able to familiarize themselves with the format of test questions on the Algebra EOC test		9/1/2014	Student data from teacher made assessments and teacher observations	6/1/2015 monthly
G5.B1.S1.MA1	Familiarize students with test format		9/1/2014	Student data from teacher made assessment	6/1/2015 monthly
G6.MA1	Student Assessments Data		9/1/2014	Student Achievement Results	6/1/2015 monthly
G6.B1.S1.MA1	Students will be able to show proficient scores (70% or higher) without reference sheets or formulas provided		9/1/2014	Student Assessments Data	6/1/2015 monthly
G6.B1.S1.MA1	Memorizing Formulas		9/1/2014	Student Assessments Data	6/1/2015 monthly
G7.MA1	Data Driven Instruction implementation		9/1/2014	Student achievement results on Biology EOC	6/1/2015 annually
G7.B1.S1.MA1	Implementation of instruction based upon data analysis		9/1/2014	Collaborative Team Meetings Agendas, Teacher Observations	6/1/2015 weekly
G7.B1.S1.MA1	Collaborative Team Meetings, Data-Driven Instruction		9/1/2014	Collaborative Team Meeting Agendas, Teacher Observations, Lesson Plans Review	6/1/2015 monthly
G8.MA1	More students at all levels participating in CTE coursework and industry certifications		9/1/2014	Student enrollments and industry certification passing rates	6/1/2015 annually
G8.B1.S1.MA1	Students participating and earning industry certifications		9/1/2014	Teacher Observations, student participants, industry certification passing rates	6/1/2015 monthly
G8.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.		9/1/2014	Teacher Observations, Lesson Plans, Observation Feedback, Collaborative Team Meetings Agendas	6/1/2015 monthly
G8.B2.S1.MA1	Incorporate literacy strategies in CTE coursework		9/1/2014	Teacher observations, student achievement data	6/1/2015 monthly
G8.B2.S1.MA1	CAR-PD Training		9/1/2014	Training Logs, Certification	6/1/2015 semiannually
G8.B3.S1.MA1	Honor level students taking CTE coursework		CTE class enrollments	once	
G8.B3.S1.MA1	Reviewing student registrations for CTE courses		Students adding honor level CTE coursework	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			to their schedules		
G8.B1.S2.MA1	Reteaching concepts bases upon formative assessments data		Teacher Observations and Lesson Plans	once	
G8.B1.S2.MA1	CTE progress monitoring of student growth		Student assessment data	once	
G8.B1.S3.MA1	Increase the number of students earning industry certifications		Industry certification results	once	
G8.B1.S3.MA1	Students receiving additional support in preparation for CTE coursework and industry certification exams		CTE progress monitoring assessments	once	
G9.MA1	AP participation increases without performance decreasing		9/1/2014	Student Performance on AP Exams	6/1/2015 monthly
G9.B1.S1.MA1	Increased participation and performance in AP classes		9/1/2014	AP enrollment	6/1/2015 annually
G9.B1.S1.MA1	More students accessing the available AP classes		9/1/2014	Increased AP enrollment	6/1/2015 annually

## 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 9/1/2014 to 5/22/2015

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

**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 9/1/2014 to 6/1/2015

**G3.** 75% of all students will score proficient on the FSA Reading

**G3.B1** Instruction: Reading instruction disconnected from content area Number of teachers reading endorsed or completing the next generation content area professional development Use of effective instructional strategies English Language Arts teachers implementing and making instructional shifts to the Florida Standards

**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 9/1/2014 to 6/1/2015



**G4. 70% of students will score proficient on the FSA writing**

**G4.B1 Writing instruction disconnected from content area and compliance versus quality writing**

**G4.B1.S1** Increase writing demands across the curriculum through training in which content areas focus on text dependent extended responses, point evidence and elaboration, thesis statements, and other basic writing elements

**PD Opportunity 1**

FSA Writing Fundamentals - WAC rubric, close reading, creating text dependent questions

**Facilitator**

Administration and WAC Team

**Participants**

All Teachers

**Schedule**

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

**G5. 75% of the students taking the Algebra 1 EOC will demonstrate proficiency**

**G5.B1 Standards New test format Prior knowledge**

**G5.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 9/1/2014 to 6/1/2015

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

**G6.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

**G6.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 9/1/2014 to 6/1/2015

**G7. Increase the number of students scoring proficient on the Biology EOC by 2%**

**G7.B1** Lack of support facilitation for ESE/504 students in Biology classes Time management of curriculum Lag time between instructional sessions Financial support for Biology inquiry based labs

**G7.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 9/1/2014 to 6/1/2015

**G8.** Increase and/or maintain students participating in CTE courses and increase performance on industry certifications by 1%

**G8.B1** Limited number of students participating in industry certifications

**G8.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 9/1/2014 to 6/1/2015

**G8.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**

**G8.B2** Limited number of Level 2 and below students participating in CTE courses

**G8.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**

CTE Teachers taking CAR-PD training

**Facilitator**

Literacy Coach

**Participants**

CTE Teachers

**Schedule**

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

**G9.** Increase student participation and performance in AP coursework and exams by 5%

**G9.B1** Eliminating scheduling conflicts with AP, Dual Enrollment, and electives

**G9.B1.S1** AP Teachers, Guidance Counselors, and Administration review and revise scheduling procedures

**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 9/1/2014 to 6/1/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Increase the number of students graduating on time with their respective cohort by 1%	1,700
<b>Goal 3:</b> 75% of all students will score proficient on the FSA Reading	2,400
<b>Goal 4:</b> 70% of students will score proficient on the FSA writing	250
<b>Goal 5:</b> 75% of the students taking the Algebra 1 EOC will demonstrate proficiency	300
<b>Goal 7:</b> Increase the number of students scoring proficient on the Biology EOC by 2%	200
<b>Goal 9:</b> Increase student participation and performance in AP coursework and exams by 5%	800
<b>Grand Total</b>	<b>5,650</b>

#### Goal 1: Increase the number of students graduating on time with their respective cohort by 1%

Description	Source	Total
<b>B1.S1.A1</b> - CRL funding for morning sessions.	School Improvement Funds	1,700
<b>Total Goal 1</b>		<b>1,700</b>

#### Goal 3: 75% of all students will score proficient on the FSA Reading

Description	Source	Total
<b>B1.S1.A1</b> - PLC Summer Institute for collaborative team training for administration and teacher leaders.	School Improvement Funds	2,400
<b>Total Goal 3</b>		<b>2,400</b>

#### Goal 4: 70% of students will score proficient on the FSA writing

Description	Source	Total
<b>B1.S1.A1</b> - Substitutes for English/Reading Teachers half day professional development on close reading and text dependent questions to be brought back to content area teachers at a later PD.	General Fund	250
<b>Total Goal 4</b>		<b>250</b>

#### Goal 5: 75% of the students taking the Algebra 1 EOC will demonstrate proficiency

Description	Source	Total
<b>B1.S1.A1</b> - Algebra EOC Boot Camp Tutors	School Improvement Funds	300
<b>Total Goal 5</b>		<b>300</b>

#### Goal 7: Increase the number of students scoring proficient on the Biology EOC by 2%

Description	Source	Total
<b>B1.S1.A1</b> - Biology Boot Camp Tutors	School Improvement Funds	200
<b>Total Goal 7</b>		<b>200</b>

#### Goal 9: Increase student participation and performance in AP coursework and exams by 5%

Description	Source	Total
<b>B1.S1.A1</b> - AP Conferences	School Improvement Funds	800

<b>Goal 9: Increase student participation and performance in AP coursework and exams by 5%</b>		
<b>Description</b>	<b>Source</b>	<b>Total</b>
<b>Total Goal 9</b>		<b>800</b>