

Bay District Schools

J.R. Arnold High School



2015-16 School Improvement Plan

J.R. Arnold High School

550 N ALF COLEMAN RD, Panama City Beach, FL 32407

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	34%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	19%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Bay County School Board on 12/8/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The MISSION of Arnold High School is to provide a rigorous educational experience which gives individual students relevant learning while fostering healthy relationships for lifelong success.

Provide the school's vision statement

The VISION of Arnold High School is that every student, every day, in every way will be actively engaged in pursuit of academic excellence to be college and career ready.

School Environment

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

Students are asked to respond to a yearly climate survey that measures their feelings/attitudes towards the school environment, which includes all stakeholders. Teachers continuously foster a collaborative learning environment through Quantum Learning Strategies, CRISS Strategies, and Kagan Structures.

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

The administration, faculty, staff, and students share an awareness of the bullying curriculum and are consistently engaged in the practice of teaching tolerance to ensure that Arnold exemplifies an environment of safety and respect at all times. The Administration, School Resource Deputy, and specific faculty members have extensive training and knowledge in the arena of campus-wide safety. Each and every day the administration of Arnold High School provides supervision which includes, but is not limited to: one (1) hour before the start of school and one (1) hour after school hours. Administration and/or specific faculty members monitor the campus during the two (2) established lunch times. Administration and faculty/staff members are aware of lock down procedures, the Safety Plan is discussed with the students, and Safety practices are posted in each classroom. Arnold High School practices fire drills on a monthly basis and there are fourteen (14) functional video cameras strategically placed on campus that operate 24/7.

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

Administration ensures that all faculty members are knowledgeable of Bay District Schools Guidelines and are trained in preventative strategies. At the beginning of each academic school year all teachers are expected to review the Student Handbook with each class, establish academic expectations, classroom norms that include policies and procedures which includes teaching from bell to bell. Arnold High School established and enforces the practice of 'Freeze Time,' where no student is allowed to leave a classroom for a period of 10 minutes at the beginning and end of each class. Arnold High School continues to embrace the 8 Keys of Excellence (Quantum Learning) and faculty members embed these expectations in the learning process. Arnold High School has a number of faculty members that are trained in Kagan Structures and these structures are used on an ongoing

basis as evidenced by lesson plans. Administration, Faculty, and staff are trained in the use of FOCUS as a behavioral management tool in an effort to increase awareness of referrals and/or concerns. MTSS is established and continues to identify students in need of interventions according to the established district mandated behavioral matrix..

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

Individual counseling is available from experts at any time of need. Arnold High School is assisted by military liasons to provide group counseling to those students who qualify and show a need or desire. Bay Education Foundation is used as a valuable resource in providing peer counselors. Incoming 9th grade students are offered services through the Big Brother/Big Sister Collegiate Studies program. Arnold High School encourages teacher mentoring with students on an as needed basis and faculty members serve as leaders in extracurricular programs to encourage and support the needs of its students.

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

Arnold High School implements an Automated Call System to all parents/guardians to support awareness of student attendance. Administration asks teachers to send email to the Guidance Department, Administration, and the Attendance Clerk who have 5 or more absences in a specific time period. Faculty members are expected to communicate consistently with the Guidance Department and conduct CSTs (Child Study Teams) for academic and behavioral concerns. All parents/guardians have the ability to access the school's Parent Portal to stay apprised of the student's grades and attendance. MTSS is consistently used as ongoing support to students that have been identified in need of additional academic and behavior support/interventions.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	45	49	34	45	173
One or more suspensions	12	12	7	3	34
Course failure in ELA or Math	27	27	41	26	121
Level 1 on statewide assessment	71	30	19	23	143

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	30	22	18	16	86

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

MTSS team meets to analyze progress monitoring data in order to identify students needing increased levels of academic intervention and behavior strategies (PBS) and then interventions are provided to individual students. All teacher are expected to use progress monitoring for the purpose of reteaching and/or remediation. All instructional personnel are expected to send notification to guidance and administration for the purpose of contacting parents and scheduling conferences to discuss needs and interventions in an effort to improve student performance. Teachers at Arnold High School also provide individual and/or small group tutoring before and after school hours and teachers have implemented the use of common assessments to guide reteaching and/or remediation in the areas students are not meeting proficiency.

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

1. The School Advisory Committee meets monthly to inform parents of important issues and events.
2. Grades, attendance, and behavior are available to parents through Parent Portal.
3. Teachers communicate lessons, objectives, and assessments through the use of Remind, Edmodo, and Schoology.
4. Athletic events, SAC meetings, student performances, and club activities are posted on the school web page.
5. IRIS alerts are sent by phone as needed to inform parents, faculty, and staff of important events.
6. Prior to the beginning of the school year, incoming 9th graders and their parents are invited to Fish Camp for the purpose of touring the school, meeting teachers, and receiving important information regarding school policies and procedures.
7. School culinary department provides a meal at Open House.
8. Implementation of PBS (Positive Behavior System) school-wide.
9. Incorporation of social media to inform all stakeholders of current and upcoming school events/activities.
10. Scrolling informational sign is displayed at the front of the campus.

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

1. Gulf Beach Baptist church provides breakfast for faculty during pre-school planning. The church also provides breakfast to students before administration of statewide assessments.
2. Woodlawn Methodist church provides backpacks for students in need at the beginning of school. They also provide toys and food for needy families at Christmas. The church also provides physical space for Advance Placement testing and professional development meetings as requested.
3. Rotary Club provides clothing, shoes, and jackets to low income students in need.
4. School Board members volunteer to speak to students in classrooms.
5. Volunteers from the local Navy base provide assistance to students in the Engineering program.
6. Local businessmen/women make donations to school clubs and organizations.

7. Students in band and ROTC participate in a ceremony to commemorate 9/11 each year.
8. The culinary department provides food for certain community events such as Death by Chocolate.
9. Band members and band boosters volunteer assist with the community Jazz festival.
10. Local businesses offer discounts to teachers and students for educational purposes and offer opportunities for community involvement during specific events.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Bland, Keith	Principal
Dunlap, Anji	Administrative Support
Hixon, Karol	Teacher, K-12
Meadows, Dee	Guidance Counselor
Hurst, Jan	Teacher, K-12
Patton, Sara	Teacher, K-12
Turbeville, Patty	Teacher, K-12
Mudd, Vicki	Teacher, K-12
McNulty, Kathleen	Teacher, K-12
Johnston, Suzanna	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 school leadership team consists of school leaders holding various positions within the school to provide a variety of perspectives in order to support implementation of strategies for the purpose of supporting the overall vision of Arnold High School.

Principal (Keith Bland) and Assistant Administrator (Anji Dunlap) will provide a common vision for the use of data-based decision-making to ensure that the school-based team is implementing MTSS and to ensure implementation of the School Improvement Plan.

Assistant Administrator (Anji Dunlap) represents the school administration as the SIP team leader to ensure that the goals developed by the team support the mission and vision of the school.

Assistant Administrator (Anji Dunlap), English Teacher (Karol Hixon), English Teacher (Jan Hurst), Math Teacher (Sara Patton), Science Teacher (Vicki Mudd), Drama teacher (Kathleen McNulty) and Guidance Counselor (Dee Meadows) meet weekly in Professional Learning Communities (PLC)/common planning to develop and design rigorous lesson plans, common assessments, and a school wide positive behavioral system. These individuals deliver and provide information regarding core instruction, participate in student data collection and analysis, and collaborate as needed to provide input into the development and implementation of Arnold's school improvement plan.

Literacy Team Leader/English teacher, ELA District Team Member and School Liaison and 9th/10th Grade PLC Leader, (Karol Hixon) provides information specifically related to reading and writing instruction, ELA benchmark assessment specifications, research based instructional practices/strategies and Literacy Events relevant to all content areas. Ms. Hixon also assists in keeping faculty members informed of professional development opportunities.

Guidance Counselor and Guidance Department Chair (Dee Meadows) provides guidance services for

social and emotional needs of students in grades 9-12. She develops curriculum plans for students in collegiate studies so that students are prepared for college entrance. She also collaborates with the collegiate studies director in coordinating AP testing, assists the data entry clerk in areas needed, and is also responsible for scheduling for the school.

CTE Department Chair (Patty Turbeville) will represent the school's Career and Technical programs and will provide technical assistance as needed.

Jan Hurst (11th/12th PLC Lead), Suzanna Johnston (Writing PLC Lead), Vicki Mudd (Science PLC Lead), and Sara Patton (Math PLC Lead) meet weekly during PLC/common planning to design rigorous lesson plans and common assessments. These PLC Leads deliver and provide information regarding core instruction, action research, deliberate practice, participate in the collection of assessment data and analysis, and facilitate collaboration as needed to provide input into the development and implementation of the school improvement plan.

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

The school leadership team, led by Anji Dunlap, met weekly from August through September 2015 to disaggregate data and to discuss areas of need within the school. The team used the 8-Step Planning and Problem-Solving Model to develop Smart goals and strategies for school improvement. Principal, Keith Bland, provided information regarding district-allocated school funds and any other resources available which would be available to support the goals developed by the SIP team.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Keith Bland	Principal
Gordon Pongratz	Principal
Julie Collinsworth	Principal
Chris Smith	Teacher
Jessica Duggan	Parent
Teresa Dyer	Parent
Jennifer Eanes	Parent
Bobbie Jones	Parent
Laurie McCarter	Parent
Paula Nelson	Parent
Jackie Parrish	Parent
Alyssa Fisher	Student
Lynda Brown	Business/Community
Anji Dunlap	Principal
Lori Hunt	Parent

Duties

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

Evaluation of last year's school improvement plan

SIP presented during SAC meeting and accepted as presented.

Development of this school improvement plan

SAC actively participates in helping to write the school improvement plan through collaborative meetings with the School Based School Improvement Leadership Team (SBLT).

Preparation of the school's annual budget and plan

SAC works with administration and bookkeeper to identify areas of need.

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

Pending availability of funds, school wide grants will be offered through application to AHS instructional faculty based on meeting needs of increasing student performance data as documented in the school improvement plan.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hixon, Karol	Teacher, K-12
Turbeville, Patty	Instructional Technology
Meadows, Dee	Guidance Counselor
Dunlap, Anji	Assistant Principal
Hatcher, Elana	Instructional Coach
Hurst, Jan	Teacher, K-12
Johnston, Suzanna	Teacher, K-12
McNulty, Kathleen	Teacher, K-12
Mudd, Vicki	Teacher, K-12
Patton, Sara	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives are: 1) to create capacity of reading and writing knowledge within the school building by supporting Quantum, Project CRISS, Kagan activities, and additional district and school identified initiatives;
2) to focus on literacy concerns across the school which include: reading and writing: including the lowest quartile, at risk graduation rate students, and all students in need of improving reading and

writing skills particularly in the areas of informative/explanatory and argumentative/persuasive skills. The LLT will continue to implement the District writing assessment for all students enrolled in English classes. 3) The LLT will collaborate with the Writing PLC members so as to continue the implementation of the initiative for writing (Arnold Writes) in an effort to collect data to analyze specific areas of weakness in literacy. 4) The LLT will work to build in time and opportunities for professional development that support the vision of the school as well as evaluate the overall effectiveness of the curriculum and PLC developed common assessments.

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

1. All teachers will participate in a Professional Learning Community (PLC) within their departments/grade levels to discuss data, student concerns, exchange ideas for remediation/enrichment, and discuss implementation of common teaching research based strategies, and progress monitoring using common formative and summative assessments.
2. Teachers will have a weekly planning time to meet with PLC heads and team members.

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

1. Principal and Administration will meet regularly with new teachers.
2. New teachers will be supported to participate in Bay District's New Teacher Induction Program.
3. ESOL Endorsement, Reading Endorsement and NGCAR-PD opportunities are provided to all staff members via Bay District initiatives.
4. Opportunities for professional development through T2T (Teacher-to-Teacher) and other school-based and district-based opportunities.
5. Use Bay District Schools online application database for new teacher recruits.
6. New teachers may be partnered with veteran staff as mentors.

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

1. New teachers may be partnered as needed with veteran mentor teaching staff.
2. Mentors and district staff training specialists may be assigned as needed to assist with completing alternative certification requirements.
3. Mentors may be assigned as needed to assist with completing ESOL, NGCARPD program or Reading Endorsement.

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

Arnold High School ensures its core instructional programs and materials are aligned to Florida's Standards by working collaboratively within each PLC as well as district based curriculum/instructional specialists. Common planning time is used to analyze data, create common assessments and to share research-based teaching strategies. Additionally, teachers from core subject areas are chosen to serve on committees at the district level to develop district curriculum

maps in each content area which are aligned with Florida standards. Teachers use district curriculum maps and information shared through common planning/PLCs to write lesson plans which are posted weekly. PLC heads and principals are responsible for monitoring teacher lesson plans and assessments to ensure adherence to state standards. Throughout the school year, District Office representatives (Plus2 Team) will conduct random samplings of teacher lesson plans and will make visits to schools to ensure that lessons are being implemented.

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

Teachers at Arnold High School use a data-driven approach to differentiated instruction. Data from sources such as previous FCAT/FSA scores, MAPs assessments, Read 180, EOCs, and summative/formative assessments are used to identify areas of weakness for students. Teachers reteach and/or tutor individual students/small groups on identified standards. Students who were not proficient in math and/or reading based on previous year assessments receive additional MTSS Tier 2 interventions in remedial reading and/or math courses.

Teachers and administrators on the MTSS Leadership Team use a combination of FOCUS data, MAZE, DAR, Common Assessments, and/or MAPs data throughout the school year to identify students who are not making progress with current Tier 2 intervention strategies. These identified students will receive additional TIER 3 intervention time during the school day.

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: 1,500

1. Tutoring is before or after school as needed based on student/parent requests.
2. Professional development provided before or after school as needed and requested by teachers, parents and/or administrators.

Strategy Rationale

Overall proficiency in all areas will increase through the use of the extended school day for teachers.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Bland, Keith, blandsk@bay.k12.fl.us

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

Teachers will enter student records in the FOCUS program. Administration, guidance, and the leadership team will meet to review the data, discuss, and then make appropriate plans/modifications to address lack of student achievement. Additionally, teachers will meet weekly during common planning/PLCs to review and discuss data from common assessment.

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

School counselors visit the middle schools to explain and promote high school curriculum to incoming Freshmen. Collegiate studies director actively involved in recruitment of middle school students for the collegiate studies program. Furthermore, a collegiate studies parent night is conducted to provide information concerning the collegiate studies curriculum offered through the school. Middle school students are also brought to Arnold High school to tour the campus and to see programs offered at our school such as culinary, ROTC, band, athletics, etc.

During the summer, the collegiate studies director and school counselors are available to discuss classes and curriculum for the upcoming school year.

A freshman Fish Camp is offered before the start of school to provide students the opportunity to receive their schedules for the year and to walk through classrooms before the first day of school.

For outgoing cohorts, the guidance team hosts a Career Week and invites local businesses to meet with students who are looking for jobs. Additionally, the guidance team hosts a College Night in the spring allowing recruiters from local colleges including Troy University, Gulf Coast State College, Haney Technical College, and Florida State University Panama City Campus to meet with outgoing students in the spring to give them final information on applying for admission and financial aid.

All outgoing cohorts meet directly with guidance staff to discuss college and career planning.

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

Arnold High School promotes student involvement and input when developing each student's schedule.

*Allows students to input in the spring semester for the next year's schedule, thus allowing students to select courses that interest them.

*Meets individually with students and parents to discuss curriculum maps for specific college and career options.

*Conducts senior meetings to provide students with college and career information including college entrance requirements, applying for financial aid and Bright Futures scholarships, and resume building.

*Provides information to collegiate studies students following PSAT testing to use the college board website, Big Futures, to explore career options and future college choices.

*Invites representatives from various colleges, both in state and out of state, to discuss entrance requirements, credit transfers, and college life. This allows students to have knowledge and insight when selecting a college.

*Partnership grant with Florida State University Panama City to allow their college students to visit our campus and our students an opportunity to visit the college campus in order for students to gain awareness of programs offered.

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

Arnold High School has developed a number of programs, both applied and integrated, that enables student to begin training for various careers.

*The Autodesk Inventor Certification is available to students through classroom and hands on engineering courses.

* Culinary Arts Courses – Program has a both a classroom and hands on component; introduces students to various career fields, terminology, and methodologies in the field of the Culinary Arts. Students can obtain industry certification.

- * Performing Arts Courses – Classroom and hands on component; introduces students to various career fields, terminologies in the field of the Performing Arts.
- * Co-op Program – Classroom and hands on component; introduces students to a variety of career fields. Students are allowed to earn credit and also gain on-the –job training skills at various work locations terminology.
- *Technology Courses - Introduces students to various career fields, terminologies in the field of Technology and opportunities to be certified. Students can obtain various certifications.
- *Fashion Design Courses - Classroom and hands on component; introduces students to various career fields, terminologies in the field of the Fashion and Design.
- *ROTC Courses - Classroom and hands on component; introduces students to various career fields, terminologies in the field of the military.
- * Advanced Placement Courses – Exposure to the rigor and relevance of college level materials while remaining in a traditional high school classroom setting. Upon the passing of a College Board generated exam, students may receive college credit.
- *Dual Enrollment Courses – Allow students to be exposed to the rigor and relevance of college level materials while remaining in a traditional high school classroom setting. Upon the successful completion of these courses, students earn college credit through Gulf Coast Community College.

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

Arnold High School provides a number of strategies that fosters student readiness for post-secondary that are based on the High School Feedback Report.

- *Foster and build student/teacher communication regarding graduation requirements, scholarships, career opportunities and counseling. All will be achieved through guidance department and homeroom teachers. For example: A guidance and counseling area is set up in the lunchroom for students to easily access on the spot assistance.
- *Provide test prep opportunities for SAT and ACT through classrooms and after school course offerings.
- *Identify students in regards to Senate Bill 1908 to prepare them for college readiness in math. Specific course offered-Math for College Readiness.
- *Provide PERT testing to determine college readiness for math and language courses.
- *Host college and career information sessions for parents and students after school
- *Host financial aid and scholarship workshops for parents and students.
- *Assist students in college admission process by providing college application and essay workshops.
- *Provide opportunity for students to take CTE (Career Technical Exam) in culinary, engineering, drama and technology fields.
- *Collaborate with local businesses to provide career exploration.
- *Encourage and provide opportunities for students to take the PSAT.
- *Encourage and provide opportunities for students to take ACT and SAT prep courses.
- *Offer Advanced Placement and Dual Enrollment classes to allow students to earn college credit while still in high school.
- *Offer waivers for our economic disadvantaged to take standardized test such as the ACT and SAT free of charge.

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

Increase number of students taking Advanced Placement courses using data from PSAT and AP Potential.

Increase number of students considered to be "college ready" in reading and math as measured by the PERT.

Increase number of students completing Dual-enrollment courses.

Provide ACT/SAT preparation through individual instruction after school.
Increase the number of students taking and passing Career and Technical Certification exams.
Provide students planning to enter the military an opportunity to take the ASVAB.
Employ a collegiate studies director for curriculum planning based on knowledge of college admissions.
Individual counseling for post-secondary awareness and preparation.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the percentage of students scoring at proficiency levels in all subgroup areas by using data to drive instruction.
- G2.** Increase percentage of involvement of all stakeholders including; students, community, parents, and staff in implementing Positive Behavior Systems for improved behavior to include attendance.

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 percentage of students scoring at proficiency levels in all subgroup areas by using data to drive instruction. 1a

G074817

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
Bio I EOC Pass	72.0
AMO Math - All Students	
College Readiness Reading	

Resources Available to Support the Goal 2

- 2014-2015 FSA, MAPS, and EOC (Pearson Data)
- PLC assessments and Item Analysis
- MTSS / Instructional Training Specialist
- FOCUS data
- Agile Minds data
- District / school based professional development
- Smart technologies

Targeted Barriers to Achieving the Goal 3

- Lack of ample time to analyze data from complicated assessments to strategically plan and implement research-based instructional strategies

Plan to Monitor Progress Toward G1. 8

MAP Testing - Measures of Academic Progress

Person Responsible

Keith Bland

Schedule

Semiannually, from 9/8/2015 to 6/3/2016

Evidence of Completion

Measures of Academic Progress Data

Plan to Monitor Progress Toward G1. 8

Benchmarks Assessments

Person Responsible

Keith Bland

Schedule

Quarterly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Item analysis

G2. Increase percentage of involvement of all stakeholders including; students, community, parents, and staff in implementing Positive Behavior Systems for improved behavior to include attendance. 1a

G074818

Targets Supported 1b

Indicator	Annual Target
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Attendance Below 90%

Resources Available to Support the Goal 2

- FOCUS/Parent Portal
- Web Page
- Signage
- Iris alerts
- Remind
- Emails
- Positive Behavior Systems PLC
- Social Media

Targeted Barriers to Achieving the Goal 3

- Maintaining communication between all stake holders
- Participation of all stakeholders

Plan to Monitor Progress Toward G2. 8

Leadership Developed Communication Survey

Person Responsible

Anji Dunlap

Schedule

On 2/5/2016

Evidence of Completion

Survey and responses

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 percentage of students scoring at proficiency levels in all subgroup areas by using data to drive instruction. **1**

 G074817

G1.B1 Lack of ample time to analyze data from complicated assessments to strategically plan and implement research-based instructional strategies **2**

 B195365

G1.B1.S2 Train teachers on MTSS process and implementation **4**

 S207019

Strategy Rationale

Teachers will be a part of the progress monitoring to increase student achievement

Action Step 1 **5**

Teacher to Teacher on MTSS strategies

Person Responsible

Dee Meadows

Schedule

On 6/3/2016

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrative/counselor follow up with MTSS coordinator/counselor

Person Responsible

Julie Collinsworth

Schedule

On 6/3/2016

Evidence of Completion

using Enrich and MTSS data points and referrals, administrative/counselor observations, data from CST's (attendance, discipline, academic)

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Survey Monkey pre and post training

Person Responsible

Patty Turbeville

Schedule

On 6/3/2016

Evidence of Completion

Survey data

G2. Increase percentage of involvement of all stakeholders including; students, community, parents, and staff in implementing Positive Behavior Systems for improved behavior to include attendance. 1

G074818

G2.B1 Maintaining communication between all stake holders 2

B195369

G2.B1.S1 Utilize technologies to communicate with all stake holders 4

S207023

Strategy Rationale

Action Step 1 5

Update Signage

Person Responsible

Gordon Pongratz

Schedule

Weekly, from 8/12/2015 to 6/15/2016

Evidence of Completion

Signs

Action Step 2 5

Update WebPage

Person Responsible

Patty Turbeville

Schedule

Daily, from 8/12/2015 to 6/15/2016

Evidence of Completion

<http://www.bayschools.com/ahs/Home.aspx>

Action Step 3 5

Encourage the use of REMIND at grade level meetings, Fish Camp, and Open House

Person Responsible

Julie Collinsworth

Schedule

On 6/15/2016

Evidence of Completion

messages

Action Step 4 5

Work toward updated contact information in FOCUS

Person Responsible

Anji Dunlap

Schedule

Weekly, from 9/25/2015 to 6/15/2016

Evidence of Completion

Current contact information in FOCUS

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

Climate Survey

Person Responsible

Gordon Pongratz

Schedule

Annually, from 9/25/2015 to 6/15/2016

Evidence of Completion

Responses on survey

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

Webpage, REMIND

Person Responsible

Keith Bland

Schedule

Weekly, from 9/25/2015 to 6/15/2016

Evidence of Completion

Counters on webpage, roster on REMIND

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

Climate Survey

Person Responsible

Gordon Pongratz

Schedule

Annually, from 9/25/2015 to 6/15/2016


Evidence of Completion

Responses on survey

G2.B2 Participation of all stakeholders 2

 B195370

G2.B2.S1 Positive Behavior Awareness Campaign 4

 S207026

Strategy Rationale

Action Step 1 5

Develop Positive Behavior topics and strategies and present to faculty

Person Responsible

Anji Dunlap

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

PBS Calendar

Action Step 2 5

Present Positive Behavior topics to SAC committee

Person Responsible

Anji Dunlap

Schedule

Monthly, from 10/1/2015 to 6/1/2016

Evidence of Completion

SAC meeting minutes

Action Step 3 5

Invite community leaders to SAC meeting

Person Responsible

Keith Bland

Schedule

Monthly, from 10/1/2015 to 6/1/2016

Evidence of Completion

SAC meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

PLC Notebook

Person Responsible

Keith Bland

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

PLC notebook (Minutes of meetings, Data, Topics discussed)

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

PLC Notebook

Person Responsible

Keith Bland

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

PLC Notebook documentation (contributions from all stakeholders)

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.S2.A1	Teacher to Teacher on MTSS strategies	Meadows, Dee	1/28/2016	Sign in sheets	6/3/2016 one-time
G2.B1.S1.A1	Update Signage	Pongratz, Gordon	8/12/2015	Signs	6/15/2016 weekly
G2.B2.S1.A1	Develop Positive Behavior topics and strategies and present to faculty	Dunlap, Anji	8/18/2015	PBS Calendar	6/1/2016 monthly
G2.B1.S1.A2	Update WebPage	Turbeville, Patty	8/12/2015	http://www.bayschools.com/ahs/Home.aspx	6/15/2016 daily
G2.B2.S1.A2	Present Positive Behavior topics to SAC committee	Dunlap, Anji	10/1/2015	SAC meeting minutes	6/1/2016 monthly
G2.B1.S1.A3	Encourage the use of REMIND at grade level meetings, Fish Camp, and Open House	Collinsworth, Julie	9/12/2015	messages	6/15/2016 one-time
G2.B2.S1.A3	Invite community leaders to SAC meeting	Bland, Keith	10/1/2015	SAC meeting minutes	6/1/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A4	Work toward updated contact information in FOCUS	Dunlap, Anji	9/25/2015	Current contact information in FOCUS	6/15/2016 weekly
G1.MA1	MAP Testing - Measures of Academic Progress	Bland, Keith	9/8/2015	Measures of Academic Progress Data	6/3/2016 semiannually
G1.MA2	Benchmarks Assessments	Bland, Keith	9/8/2015	Item analysis	6/3/2016 quarterly
G1.B1.S2.MA1	Survey Monkey pre and post training	Turbeville, Patty	1/28/2016	Survey data	6/3/2016 one-time
G1.B1.S2.MA1	Administrative/counselor follow up with MTSS coordinator/counselor	Collinsworth, Julie	1/28/2016	using Enrich and MTSS data points and referrals, administrative/counselor observations, data from CST's (attendance, discipline, academic)	6/3/2016 one-time
G2.MA1	Leadership Developed Communication Survey	Dunlap, Anji	9/25/2015	Survey and responses	2/5/2016 one-time
G2.B1.S1.MA1	Climate Survey	Pongratz, Gordon	9/25/2015	Responses on survey	6/15/2016 annually
G2.B1.S1.MA1	Climate Survey	Pongratz, Gordon	9/25/2015	Responses on survey	6/15/2016 annually
G2.B1.S1.MA3	Webpage, REMIND	Bland, Keith	9/25/2015	Counters on webpage, roster on REMIND	6/15/2016 weekly
G2.B2.S1.MA1	PLC Notebook	Bland, Keith	8/18/2015	PLC Notebook documentation (contributions from all stakeholders)	6/1/2016 monthly
G2.B2.S1.MA1	PLC Notebook	Bland, Keith	8/18/2015	PLC notebook (Minutes of meetings, Data, Topics discussed)	6/1/2016 weekly

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 percentage of students scoring at proficiency levels in all subgroup areas by using data to drive instruction.

G1.B1 Lack of ample time to analyze data from complicated assessments to strategically plan and implement research-based instructional strategies

G1.B1.S2 Train teachers on MTSS process and implementation

PD Opportunity 1

Teacher to Teacher on MTSS strategies

Facilitator

Lisa Gibson

Participants

All faculty and staff

Schedule

On 6/3/2016

Technical Assistance Items

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

G2. Increase percentage of involvement of all stakeholders including; students, community, parents, and staff in implementing Positive Behavior Systems for improved behavior to include attendance.

G2.B1 Maintaining communication between all stake holders

G2.B1.S1 Utilize technologies to communicate with all stake holders

PD Opportunity 1

Update Signage

Facilitator

Gordon Pongratz

Participants

All stakeholders

Schedule

Weekly, from 8/12/2015 to 6/15/2016

PD Opportunity 2

Update WebPage

Facilitator

Patty Turbeville

Participants

All stakeholders

Schedule

Daily, from 8/12/2015 to 6/15/2016

PD Opportunity 3

Encourage the use of REMIND at grade level meetings, Fish Camp, and Open House

Facilitator

Julie Collinsworth

Participants

All faculty

Schedule

On 6/15/2016

PD Opportunity 4

Work toward updated contact information in FOCUS

Facilitator

Anji Dunlap

Participants

All faculty

Schedule

Weekly, from 9/25/2015 to 6/15/2016

Budget			
Budget Data			
1	G1.B1.S2.A1	Teacher to Teacher on MTSS strategies	\$0.00
2	G2.B1.S1.A1	Update Signage	\$0.00
3	G2.B1.S1.A2	Update WebPage	\$0.00
4	G2.B1.S1.A3	Encourage the use of REMIND at grade level meetings, Fish Camp, and Open House	\$0.00
5	G2.B1.S1.A4	Work toward updated contact information in FOCUS	\$0.00
6	G2.B2.S1.A1	Develop Positive Behavior topics and strategies and present to faculty	\$0.00
7	G2.B2.S1.A2	Present Positive Behavior topics to SAC committee	\$0.00
8	G2.B2.S1.A3	Invite community leaders to SAC meeting	\$0.00
Total:			\$0.00