J.R. Arnold High School

2017-18 Schoolwide 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 and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	39%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	A*	B

*Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Bay 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for J.R. Arnold High School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

The process by which the school learns about students' cultures and builds relationships between teachers and students is based primarily on the School Climate Survey. The results of this survey are systematically used to develop and execute an action plan inclusive of measurable goals and effective strategies that will yield positive results for our students while simultaneously respecting the various cultures and diverse learners at our school. Teachers continuously foster a collaborative learning environment through Quantum Learning Strategies, 8 Keys of Excellence, and CRISS Strategies.Faculty and staff developed and implemented a behavior program that coincided with Quantum strategies to improve communication, attendance, attitude and positive behavior through a PBS (Positive Behavior System). Finally, all faculty are encouraged to attend the extracurricular activities of their students to have a better understanding of their students' interests, which will help teachers better connect with their students in the classroom.

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

The administration, faculty, staff, and students all 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 faculty and 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.
The school creates an environment where students feel safe and respected at all times by maintaining an atmosphere that is not only safe, but also conducive to successful teaching and learning. To ensure physical safety, the building and all entries are monitored by administration, security monitors, and instructional support personnel monitor the campus and are available for assistance before school, between classes, after school, and during lunch. To promote a positive learning environment, faculty and staff members encourage students to express their needs and concerns; students feel comfortable doing so because of the existing support policies, and

procedures we have in place. Ultimately, the school environment focuses on equitable opportunities that foster academic and social growth for all students.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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 focus on the Code of Conduct, 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. 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.

The school-wide behavioral system is based on the Code of Conduct and the 8 Keys of Excellence. These core values, as outlined in the Code of Conduct and 8 Keys of Excellence are shared with students throughout the school year to ensure students develop the necessary values to participate as caring responsible citizens. In addition, faculty and staff recognize students who display these core values.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school ensures that the social-emotional needs of all students are being met by providing counseling on a needs basis. Referrals are submitted to the Counselor who meets with students and develops an individualized plan to meet their social-emotional needs. Additionally, the school offers peer mediation that helps minimize social-emotional disturbances. Arnold High School is assisted by military liasons to provide group counseling to those students who quality 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.
Resource Services are provided by numerous site-based and district personnel to include but not limited to school psychologists, social workers, guidance counselors, etc.
Staff Specialist: Susan Carpenter and Elaine Brock- IEPs and 504s are monitored and updated by the Staffing Specialists. ESE students are supported within general education classroom by guidelines for instructional strategies as well as Instructors working collaboratively to ensure the needs of the students' are being met.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 StudyTeams) 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. Graduation Assistance Teams have been created in grades 9 - 12 to identify, monitor, and reduce the negative impacts faced by struggling students.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	126	144	137	139	546
One or more suspensions	0	0	0	0	0	0	0	0	0	5	6	9	5	25
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	15	92	43	35	185
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	84	92	105	81	362
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	42	82	65	57	246

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

MTSS and GAT teams meet to analyze progress monitoring data in order to identify students needing increased levels of academic intervention and behavior strategies (PBS) and then interventions (MAPS testing for identification, credit recovery, computer assisted instruction, etc) are provided to individual students. All teachers are expected to use progress monitoring for the purpose of reteaching and/or remediation. All instructional personnel are expected to send notifications 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.
Teacher mentors from the grade level GAT are being established to work with specific students identified in the EWS.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

1. The School Advisory Committee meets quarterly.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.
11. Band, Sports, Theatre and other school-related organizations reach out through regular and annual parent meetings.
12. CANVAS, Remind, and Edmodo are used as tools for communication between teachers, students, and parents.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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 United Methodist Church provides backpacks for students in need at the beginning of school. They also provide toys and food for needy families at Christmas.
3. Rotary Club/JSL 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.
11. Digital Technology classes worked with the community on projects.
12. Arnold Theatre provides performances for free to the community so that all community members, regardless of income, may enjoy the enrichment of live theatre.
13. Destiny Worship Center provides physical space for Advance Placement testing and professional development meetings as requested.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Bland, Keith	Principal
Hixon, Karol	Teacher, K-12
Turbeville, Patty	Teacher, K-12
McNulty, Kathleen	Teacher, K-12
Davis, Suzanna	Teacher, K-12
Barnes, Antonius	Assistant Principal
Carmichael, Julie	Assistant Principal
Dunlap, Anji	Administrative Support
Pongratz, Gordon	Assistant Principal

b. Duties

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

All administrators serve as instructional leaders in not only overseeing various departments, but more importantly, by working alongside teacher leaders to determine the curriculum and instructional goals of each department. All administrators are knowledgeable regarding the Charlotte Danielson Instructional Framework and perform walk-throughs and evaluations with constructive feedback in order to improve instruction and student achievement at J. R. Arnold High School.

Principal (Keith Bland) and Assistant Principal (Antonius Barnes) 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 Principal (Antonius Barnes) 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 Principal (Antonius Barnes), CTE teacher (Patty Turbeville), English Teacher (Karol Hixon), Drama teacher (Kathleen McNulty), Math teacher (Suzanna Davis) meet bi-monthly in Professional Learning Communities (PLC)/common planning to modify and revise rigorous lesson plans, common assessments, attendance strategies, and a school wide positive behavioral system. These individuals deliver and provide information regarding core instruction, research based teaching strategies, 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 (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.

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

Suzanna Davis (Math PLC Lead) represents the Math Dept. and will lead teachers in implementation of curriculum and instructional practices/strategies to promote student achievement.

SAC Leader, Michelle Reece, offers assistance through leadership of the SAC committee which advises and supports AHS administration and teachers.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school leadership team, led by Antonius Barnes, met weekly from August 2017 through September 2017 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Keith Bland	Principal
Anji Dunlap	Principal
Andrea Boutwell-Hess	Parent
Jakki Farmer	Education Support Employee
Chris Pettys	Business/Community
Karol Hixon	Teacher
Antonius Barnes	Principal
Sharon Gilson	Teacher
Wesley Horn	Student
Kiya Rizzo	Student
Scott Lashbrook	Student
Shawn McGowen	Student
Angela Hawes	Parent
Connor Brighton	Student
Rebecca Dent	Parent
Robin Jones	Teacher
April Collins	Parent
Mollie Dent	Student
Lynda Brown	Business/Community
Merritt Reece	Student
Michelle Reece	Parent
Phil Livera	Parent
Emily Tran	Student
Emma Frandsen	Student
Heather Bethea	Teacher
Bailey Green	Student
Tiffani Hinds (Co-Chair)	Parent
Kathleen McNulty	Teacher
Tiller Pons	Student
Tanner Hauglie	Student
Rebecca McConnell	Parent
Sylvia Parzentny-Station Chairman	Parent
Stephanie Frimet	Parent
Hattie Mae Merritt	Student
Josh Flaig	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SIP presented during SAC meeting and accepted as presented.

b. 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). SAC helped to develop the budget and set the goals.

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

SAC works with administration and bookkeeper to identify areas of need. The SAC funds will be allocated for teacher grants that align with the School Improvement Plan (SIP) with a focus on improving reading, writing, and mathematics instruction in the core content areas. In addition, school projects will also be considered, provided the projects support the SIP.

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

There were no funds allocated from the State or District for the 2016-2017 school year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Hixon, Karol	Teacher, K-12
Turbeville, Patty	Instructional Technology
McNulty, Kathleen	Teacher, K-12
Davis, Suzanna	Teacher, K-12
Hurst, Jan	Teacher, K-12

b. Duties

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

The major initiatives are: 1) to create capacity of reading and writing knowledge within the school building by supporting Quantum, Project CRISS, 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.
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.

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing, and habits of thinking as they are practiced in specific disciplines of English Language Arts, History, Math, Science, and every content area our students encounter. This emphasis on disciplinary knowledge, paired with critical thinking skills, allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

The LLT determines the professional development schedule and helps to create the Tuesday T2T and Wednesday PLC in-services. They are also key speakers and PLC leaders as it applies to each content area's needs with regards to literacy.

At J.R. Arnold High School, we are utilizing Achieve 3000 to improve reading fluency, comprehension, vocabulary, and writing. Achieve 3000 provides individualized support by deliverying content at the students' instructional level and also exposes them to grade level text. As the students' reading level improves, Achieve 3000 will increase the level of difficulty.

Students will be completing DBQ's in Science and the Social Sciences to improve writing across the disciplines. The major initiatives include continued implementation of the Florida Standards, FSA Reading and Writing strategies, text complexity, close reading, mini-DBQ's, and DBQ's in Social Sciences and English.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Professional Learning Communities (PLCs) are in their third year of implementation at J. R. Arnold High School.

Time is given on Wednesday's for PLCs to meet either as a department or as breakout content areas depending on the needs of the teachers. 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 rigorous instruction which include common teaching research-based strategies, and progress monitoring using common formative and summative assessments.

Foreign Language, Engineering, and Arts PLC sponsors a whole school collaborative project that celebrates these and other elective areas at our school and connects them to the core classes at Arnold High School. This PLC will also lead the STEAM night in November 2017.

Teachers will have a bi-monthly planning time to meet with PLC heads and team members.

2. 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.

3. 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 assisst with completing ESOL, NGCARPD program or Reading Endorsement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

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. Teachers, with the support of administration and instructional coaches, will implement instructional shifts that allow for better conceptual understanding and coherence across the grades. 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 BDS curriculum guides/common assessments 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 random samplings of teacher lesson plans and classroom visits will take place.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers at Arnold High School use a data-driven approach to differentiated instruction. Data from sources such as previous FCAT/FSA scores, MAPs assessments, Achieve 3000, 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 Florida Standards Leadership Team and PLC GAT (Graduation Assistance Teams) use a combination of FOCUS data, MAZE, Common Assesments, 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.
As part of the year three PLUS2 process, data analysis will be used to shift instruction and the district will provide assistance based on the needs of the school.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 1,500

1.Tutoring is before or after school as needed based on student/parent requests. one day week 30 min
2.Professional development provided before or after school as needed and requested by teachers, parents and/or administrators.

Strategy Rationale

Students in need of assistance require more one-on-one attention. By providing tutoring, students have opportunities for extra help in addition to the regular class time. In addition, tutoring areas with computers are available for students who do not have technology at home. This provides another avenue to equalize access for our free and reduced lunch student population.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- 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

Data will be collected and analyzed by tracking student attendance in after school tutoring. Students are tracked to see if there is an increase in their achievement on classroom, FSA ELA assessments and Mathematics EOC exams.
In addition, students who receive additional tutoring for the Algebra I EOC and Biology 1 EOC are tracked to determine if the intervention was successful in passing the Algebra I EOC and Biology I EOC. Lower quartile students who attend Math and Reading tutoring are tracked for attendance in the tutoring sessions. At-risk students who gain a concordant score through SAT or ACT are tracked individually until graduation.

Strategy: After School Program

Minutes added to school year: 2,160

tutoring/T2T

Strategy Rationale

Strategy Purpose(s)
""

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

1. 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 is 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.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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.

2. 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 students 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.
Early Childhood Education -
Construction -

3. 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.

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

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Administrators and teachers will seek to develop appropriate relationships with their students, parents, and each other, and implement research based best practices for standards instruction, including effective core instruction and implementation of data-driven instruction to ensure a minimum of one year of growth for one year of instruction in ELA and Math courses. Additionally, effective instruction will be used to raise proficiency scores in U.S. History and Biology courses.

G2.   Increase percentage of involvement of all stakeholders including; students, community, parents, and staff in continuing to implement Positive Behavior Systems for improved student daily attendance and reduction of student suspensions with additional focus on those students with two (2) or more indicators.

Strategic Goals Detail

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

G1. Administrators and teachers will seek to develop appropriate relationships with their students, parents, and each other, and implement research based best practices for standards instruction, including effective core instruction and implementation of data-driven instruction to ensure a minimum of one year of growth for one year of instruction in ELA and Math courses. Additionally, effective instruction will be used to raise proficiency scores in U.S. History and Biology courses. 1a

🔑 G096021

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	76.0
FSA ELA Achievement	62.0
U.S. History EOC Pass	82.0
Algebra I EOC Pass Rate	62.0
ELA/Reading Lowest 25% Gains	62.0
Math Lowest 25% Gains	62.0
ELA/Reading Gains	62.0
Math Gains	62.0

Targeted Barriers to Achieving the Goal 3

- Limited teacher knowledge of literacy instruction as it relates to the Florida Standards and alignment to the FSA assessments, along with limited teacher knowledge about high-yield instructional strategies as it relates to the Next Generation Sunshine State Standards and alignment to the Biology I and U.S. History EOC exams.

- Limited knowledge about which ELA and FSA Mathematics students are considered to be in the lowest quartile as it relates to student proficiency scores on state assessments.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 2016-2017 FSA, MAPS, and EOC (Pearson Data)

- Professional Learning Communities (PLCs)

- Wednesday professional development opportunities

- Agile Minds data

- District / School based professional development

- Smart Technologies

- Community literacy programs that assist in reading and literacy practice

- National Math & Science Initiative Training

- Algebra Nation

- Enrich

- FOCUS data

- Achieve 3000

- Florida Standards Leadership Team (formerly Literacy Leadership Team)

Plan to Monitor Progress Toward G1. `8`

MAP Testing - Measures of Academic Progress

> **Person Responsible**
> Keith Bland
>
> **Schedule**
> Triannually, from 8/17/2017 to 6/1/2018
>
> *Evidence of Completion*
> Measures of Academic Progress Data

Plan to Monitor Progress Toward G1. `8`

Data from common summative benchmark assessments

> **Person Responsible**
> Keith Bland
>
> **Schedule**
> Quarterly, from 8/17/2017 to 6/1/2018
>
> *Evidence of Completion*
> Item analysis

G2. Increase percentage of involvement of all stakeholders including; students, community, parents, and staff in continuing to implement Positive Behavior Systems for improved student daily attendance and reduction of student suspensions with additional focus on those students with two (2) or more indicators. `1a`

🔍 G096022

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	83.0

Targeted Barriers to Achieving the Goal `3`

- Maintaining communication between all stake holders

- Participation of all stakeholders

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

- FOCUS/Parent Portal

- Web Page

- Signage

- Iris alerts

- Remind

- Emails

- Positive Behavior Systems PLC

- Social Media

Plan to Monitor Progress Toward G2. `8`

Leadership Developed Communication Survey

Person Responsible
Anji Dunlap

Schedule
On 6/1/2018

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. Administrators and teachers will seek to develop appropriate relationships with their students, parents, and each other, and implement research based best practices for standards instruction, including effective core instruction and implementation of data-driven instruction to ensure a minimum of one year of growth for one year of instruction in ELA and Math courses. Additionally, effective instruction will be used to raise proficiency scores in U.S. History and Biology courses. 1

🔑 G096021

G1.B1 Limited teacher knowledge of literacy instruction as it relates to the Florida Standards and alignment to the FSA assessments, along with limited teacher knowledge about high-yield instructional strategies as it relates to the Next Generation Sunshine State Standards and alignment to the Biology I and U.S. History EOC exams. 2

🔑 B258497

G1.B1.S1 Implement literacy instructional models/strategies such as Document Based Questioning (DBQ) in English, Science, and History, close reading in all subject areas, increased rigor in instructional practices and text complexity, as well as increased writing to understand content in all subject areas. 4

🔑 S273692

Strategy Rationale

Additional instruction in literacy, especially providing integration of reading and writing, which will assist all students in the FSA ELA Reading and Writing assessments, preparation for college and careers, and student success in understanding content in academic subjects.

Action Step 1 5

Support the Arnold Writes initiative at J R Arnold High School

Person Responsible

Jan Hurst

Schedule

Quarterly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Documentation/ Data from Arnold Writes

Action Step 2 [5]

Develop a Professional Development calendar, AHS Writing calendar, and PD Plan that supports literacy and writing instruction as it applies to the Florida Standards, FSA assessments, and EOC's.

Person Responsible

Keith Bland

Schedule

Quarterly, from 8/17/2017 to 6/1/2018

Evidence of Completion

PD calendar document, AHS Writing calendar, Reflection logs and PD Plan

Action Step 3 [5]

Monitor support facilitation and student achievement for ESE/ELL students

Person Responsible

Keith Bland

Schedule

Quarterly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Grades in FOCUS and monitoring ESE/ELL paperwork

Action Step 4 [5]

Monitor at-risk students to determine their progress toward graduation.

Person Responsible

Julie Carmichael

Schedule

Quarterly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Folders with documentation, attendance, GPA, and FOCUS data.

Action Step 5 5

Monitor discipline data consistently and present data to administration team on a consistent basis.

Person Responsible

Anji Dunlap

Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Electronic or hard copy of collected data.

Action Step 6 5

FSA ELA, FSA Math EOC, Biology I, and U. S. History teachers will collectively examine data through PLCs to determine best practices and to share resources to ensure that students are being provided effective instruction enabling students to master the Florida Standards or Next Generation Sunshine State Standards.

Person Responsible

Keith Bland

Schedule

Quarterly, from 8/17/2017 to 6/1/2018

Evidence of Completion

FOCUS Student Test Data, PLC data logs and minutes

Action Step 7 5

Select Advanced Placement and NMSI teachers will attend professional development trainings/ conferences in order to know and understand their content deeper so as to increase scores on Advanced Placement examinations.

Person Responsible

Julie Carmichael

Schedule

Semiannually, from 8/17/2017 to 6/1/2018

Evidence of Completion

Materials/Notes, etc. distributed at trainings/conferences.

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

Observations of teachers' implementation of the literacy instructional models/strategies and fidelity to the Danielson Framework.

Person Responsible

Keith Bland

Schedule

Weekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Administrative classroom walk-throughs.

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

Student growth data for NWEA MAP assessments, along with the analysis of common assessments in FSA ELA Reading and Writing, Math, Biology I, and U. S. History.

Person Responsible

Keith Bland

Schedule

Quarterly, from 8/17/2017 to 6/1/2018

Evidence of Completion

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

PBS PLC notes and SAC minutes

Person Responsible

Anji Dunlap

Schedule

On 6/1/2018

Evidence of Completion

Key cards, PLC notebook notes

G2. Increase percentage of involvement of all stakeholders including; students, community, parents, and staff in continuing to implement Positive Behavior Systems for improved student daily attendance and reduction of student suspensions with additional focus on those students with two (2) or more indicators. `1`

🔑 G096022

G2.B1 Maintaining communication between all stake holders `2`

🔑 B258499

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

🔑 S273694

Strategy Rationale

Action Step 1 `5`

Update Signage

Person Responsible

Gordon Pongratz

Schedule

Weekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Signs

Action Step 2 `5`

Update WebPage

Person Responsible

Patty Turbeville

Schedule

Daily, from 8/17/2017 to 6/1/2018

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 Carmichael

Schedule

On 6/1/2018

Evidence of Completion

messages

Action Step 4 `5`

Work toward updated contact information in FOCUS

Person Responsible

Anji Dunlap

Schedule

Weekly, from 8/17/2017 to 6/1/2018

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 8/17/2017 to 6/1/2018

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 8/17/2017 to 6/1/2018

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 8/17/2017 to 6/1/2018

Evidence of Completion

Responses on survey

G2.B2 Participation of all stakeholders 2

🔑 B258500

G2.B2.S1 Positive Behavior Awareness Campaign 4

🔑 S273697

Strategy Rationale

Action Step 1 5

Develop Positive Behavior topics and strategies and present to faculty

Person Responsible

Anji Dunlap

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

PBS Calendar

Action Step 2 5

Present Positive Behavior topics to SAC committee

Person Responsible

Anji Dunlap

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

SAC meeting minutes

Action Step 3 `5`

Invite community leaders to SAC meeting

Person Responsible

Keith Bland

Schedule

Monthly, from 8/10/2016 to 6/1/2017

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 8/10/2016 to 6/1/2017

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 8/10/2016 to 6/1/2017

Evidence of Completion

PLC Notebook documentation (contributions from all stakeholders)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B2.S1.MA1 M394292	PLC Notebook	Bland, Keith	8/10/2016	PLC Notebook documentation (contributions from all stakeholders)	6/1/2017 monthly
G2.B2.S1.MA1 M394293	PLC Notebook	Bland, Keith	8/10/2016	PLC notebook (Minutes of meetings, Data, Topics discussed)	6/1/2017 weekly
G2.B2.S1.A1 A367491	Develop Positive Behavior topics and strategies and present to faculty	Dunlap, Anji	8/10/2016	PBS Calendar	6/1/2017 monthly
G2.B2.S1.A2 A367492	Present Positive Behavior topics to SAC committee	Dunlap, Anji	8/10/2016	SAC meeting minutes	6/1/2017 monthly
G2.B2.S1.A3 A367493	Invite community leaders to SAC meeting	Bland, Keith	8/10/2016	SAC meeting minutes	6/1/2017 monthly
G1.MA1 M394287	MAP Testing - Measures of Academic Progress	Bland, Keith	8/17/2017	Measures of Academic Progress Data	6/1/2018 triannually
G1.MA2 M394288	Data from common summative benchmark assessments	Bland, Keith	8/17/2017	Item analysis	6/1/2018 quarterly
G2.MA1 M394294	Leadership Developed Communication Survey	Dunlap, Anji	8/17/2017	Survey and responses	6/1/2018 one-time
G1.B1.S1.MA1 M394284	PBS PLC notes and SAC minutes	Dunlap, Anji	8/17/2017	Key cards, PLC notebook notes	6/1/2018 one-time
G1.B1.S1.MA1 M394285	Observations of teachers' implementation of the literacy instructional models/strategies and...	Bland, Keith	8/17/2017	Administrative classroom walk-throughs.	6/1/2018 weekly
G1.B1.S1.MA3 M394286	Student growth data for NWEA MAP assessments, along with the analysis of common assessments in FSA...	Bland, Keith	8/17/2017		6/1/2018 quarterly
G1.B1.S1.A1 A367480	Support the Arnold Writes initiative at J R Arnold High School	Hurst, Jan	8/17/2017	Documentation/ Data from Arnold Writes	6/1/2018 quarterly
G1.B1.S1.A2 A367481	Develop a Professional Development calendar, AHS Writing calendar, and PD Plan that supports...	Bland, Keith	8/17/2017	PD calendar document, AHS Writing calendar, Reflection logs and PD Plan	6/1/2018 quarterly
G1.B1.S1.A3 A367482	Monitor support facilitation and student achievement for ESE/ELL students	Bland, Keith	8/17/2017	Grades in FOCUS and monitoring ESE/ELL paperwork	6/1/2018 quarterly
G1.B1.S1.A4 A367483	Monitor at-risk students to determine their progress toward graduation.	Carmichael, Julie	8/17/2017	Folders with documentation, attendance, GPA, and FOCUS data.	6/1/2018 quarterly
G1.B1.S1.A5 A367484	Monitor discipline data consistently and present data to administration team on a consistent basis.	Dunlap, Anji	8/17/2017	Electronic or hard copy of collected data.	6/1/2018 biweekly
G1.B1.S1.A6 A367485	FSA ELA, FSA Math EOC, Biology I, and U. S. History teachers will collectively examine data through...	Bland, Keith	8/17/2017	FOCUS Student Test Data, PLC data logs and minutes	6/1/2018 quarterly
G1.B1.S1.A7 A367486	Select Advanced Placement and NMSI teachers will attend professional development...	Carmichael, Julie	8/17/2017	Materials/Notes, etc. distributed at trainings/conferences.	6/1/2018 semiannually
G2.B1.S1.MA1 M394289	Climate Survey	Pongratz, Gordon	8/17/2017	Responses on survey	6/1/2018 annually
G2.B1.S1.MA1 M394290	Climate Survey	Pongratz, Gordon	8/17/2017	Responses on survey	6/1/2018 annually
G2.B1.S1.MA3 M394291	Webpage, REMIND	Bland, Keith	8/17/2017	Counters on webpage, roster on REMIND	6/1/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1 🔑 A367487	Update Signage	Pongratz, Gordon	8/17/2017	Signs	6/1/2018 weekly
G2.B1.S1.A2 🔑 A367488	Update WebPage	Turbeville, Patty	8/17/2017	http://www.bayschools.com/ahs/Home.aspx	6/1/2018 daily
G2.B1.S1.A3 🔑 A367489	Encourage the use of REMIND at grade level meetings, Fish Camp, and Open House	Carmichael, Julie	8/17/2017	messages	6/1/2018 one-time
G2.B1.S1.A4 🔑 A367490	Work toward updated contact information in FOCUS	Dunlap, Anji	8/17/2017	Current contact information in FOCUS	6/1/2018 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Administrators and teachers will seek to develop appropriate relationships with their students, parents, and each other, and implement research based best practices for standards instruction, including effective core instruction and implementation of data-driven instruction to ensure a minimum of one year of growth for one year of instruction in ELA and Math courses. Additionally, effective instruction will be used to raise proficiency scores in U.S. History and Biology courses.

G1.B1 Limited teacher knowledge of literacy instruction as it relates to the Florida Standards and alignment to the FSA assessments, along with limited teacher knowledge about high-yield instructional strategies as it relates to the Next Generation Sunshine State Standards and alignment to the Biology I and U.S. History EOC exams.

G1.B1.S1 Implement literacy instructional models/strategies such as Document Based Questioning (DBQ) in English, Science, and History, close reading in all subject areas, increased rigor in instructional practices and text complexity, as well as increased writing to understand content in all subject areas.

PD Opportunity 1

Support the Arnold Writes initiative at J R Arnold High School

Facilitator

Terry Hagler

Participants

All faculty and staff

Schedule

Quarterly, from 8/17/2017 to 6/1/2018

VI. 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 continuing to implement Positive Behavior Systems for improved student daily attendance and reduction of student suspensions with additional focus on those students with two (2) or more indicators.

G2.B1 Maintaining communication between all stake holders

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

TA Opportunity 1

Update Signage

Facilitator

Gordon Pongratz

Participants

All stakeholders

Schedule

Weekly, from 8/17/2017 to 6/1/2018

TA Opportunity 2

Update WebPage

Facilitator

Patty Turbeville

Participants

All stakeholders

Schedule

Daily, from 8/17/2017 to 6/1/2018

TA Opportunity 3

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

Facilitator

Julie Collinsworth

Participants

All faculty

Schedule

On 6/1/2018

TA Opportunity 4

Work toward updated contact information in FOCUS

Facilitator

Anji Dunlap

Participants

All faculty

Schedule

Weekly, from 8/17/2017 to 6/1/2018

		VII. Budget	
1	G1.B1.S1.A1	Support the Arnold Writes initiative at J R Arnold High School	$0.00
2	G1.B1.S1.A2	Develop a Professional Development calendar, AHS Writing calendar, and PD Plan that supports literacy and writing instruction as it applies to the Florida Standards, FSA assessments, and EOC's.	$0.00
3	G1.B1.S1.A3	Monitor support facilitation and student achievement for ESE/ELL students	$0.00
4	G1.B1.S1.A4	Monitor at-risk students to determine their progress toward graduation.	$0.00
5	G1.B1.S1.A5	Monitor discipline data consistently and present data to administration team on a consistent basis.	$0.00
6	G1.B1.S1.A6	FSA ELA, FSA Math EOC, Biology I, and U. S. History teachers will collectively examine data through PLCs to determine best practices and to share resources to ensure that students are being provided effective instruction enabling students to master the Florida Standards or Next Generation Sunshine State Standards.	$0.00
7	G1.B1.S1.A7	Select Advanced Placement and NMSI teachers will attend professional development trainings/conferences in order to know and understand their content deeper so as to increase scores on Advanced Placement examinations.	$0.00
8	G2.B1.S1.A1	Update Signage	$0.00

9	G2.B1.S1.A2	Update WebPage	$0.00
10	G2.B1.S1.A3	Encourage the use of REMIND at grade level meetings, Fish Camp, and Open House	$0.00
11	G2.B1.S1.A4	Work toward updated contact information in FOCUS	$0.00
12	G2.B2.S1.A1	Develop Positive Behavior topics and strategies and present to faculty	$0.00
13	G2.B2.S1.A2	Present Positive Behavior topics to SAC committee	$0.00
14	G2.B2.S1.A3	Invite community leaders to SAC meeting	$0.00
		Total:	$0.00