J.R. Arnold High School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	42%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	C	A*

School Board Approval

This plan is pending approval by the Bay County School Board.

SIP Authority

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.

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. 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: School Information

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 Leadership Team

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

Name	Title
Bland, Keith	Principal
Turbeville, Patty	Teacher, K-12
McNulty, Kathleen	Teacher, K-12
Davis, Suzanna	Teacher, K-12
Barnes, Antonius	Assistant Principal
Carmichael, Julie	Assistant Principal
Bell, Joseph	Teacher, K-12
Bethea, Heather	Teacher, K-12
Hurst, Jan	Teacher, K-12
Lark, Doedy	Teacher, K-12
Margulies, Gabriel	Teacher, K-12
Morgan, Jennifer	Teacher, K-12
Smith, Abigail	Teacher, K-12
	SAC Member

Duties

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

School Improvement Team Administrative Adviser: Antonius Barnes
School Improvement Team members responsible for drafting and editing the School Improvement Plan:
Abigail Smith
Doedy Deal
Gabriel Margulies
Heather Bethea
Jan Hurst
Jennifer Morgan

Joseph Bell
Kathleen McNulty Mann
Patty Turbeville
Suzanna Davis

Early Warning Systems

Year 2017-18

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	53	44	49	48	194
One or more suspensions	0	0	0	0	0	0	0	0	0	10	9	9	11	39
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	32	76	87	63	258
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	69	69	67	41	246

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	35	55	63	36	189

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 7/24/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Lowest 25% dropped and this is an ongoing area of concern for our school. ELA Lowest 25% has been an ongoing goal area of improvement for Arnold as documented in our School Improvement Plans for the past several years, and this group continues to be a major focus.

Which data component showed the greatest decline from prior year?

ELA Lowest 25% dropped 3% from previous year, making it a continued area of focus. These students are also often highly at risk for attendance concerns.

Which data component had the biggest gap when compared to the state average?

Math Learning Gains increased from 35% to 60% and were 12% above the state average.

Which data component showed the most improvement? Is this a trend?

Math Learning Gains increased from 35% to 60%. This is a new trend as we have not seen this level of increase in the past.

Describe the actions or changes that led to the improvement in this area.

Alignment of math teachers to course standards via collaborative lesson planning by carefully selecting instructors and giving opportunities for instructor collaboration for tested math courses made an impact on our test scores. We also changed the pathway for students in math, and need to stay on track with major shifts in order to maintain this level of success as we see this year's math being a challenge area perhaps again as it was in the past prior to last year.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	59%	55%	56%	56%	51%	52%
ELA Learning Gains	55%	50%	53%	49%	46%	46%
ELA Lowest 25th Percentile	42%	37%	44%	33%	33%	38%
Math Achievement	66%	61%	51%	43%	54%	43%
Math Learning Gains	60%	62%	48%	32%	48%	39%
Math Lowest 25th Percentile	54%	59%	45%	26%	46%	38%
Science Achievement	75%	67%	67%	69%	65%	65%
Social Studies Achievement	80%	74%	71%	69%	72%	69%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	53 (126)	44 (144)	49 (137)	48 (139)	194 (546)
One or more suspensions	10 (5)	9 (6)	9 (9)	11 (5)	39 (25)
Course failure in ELA or Math	32 (15)	76 (92)	87 (43)	63 (35)	258 (185)
Level 1 on statewide assessment	69 (84)	69 (92)	67 (105)	41 (81)	246 (362)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	61%	54%	7%	53%	8%
	2017	58%	51%	7%	52%	6%
Same Grade Comparison		3%				
Cohort Comparison						
10	2018	54%	52%	2%	53%	1%
	2017	55%	48%	7%	50%	5%
Same Grade Comparison		-1%				
Cohort Comparison		-4%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	72%	64%	8%	65%	7%
2017	72%	65%	7%	63%	9%
Compare		0%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	79%	73%	6%	68%	11%
2017	80%	73%	7%	67%	13%
Compare		-1%			

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	50%	64%	-14%	62%	-12%
2017	55%	62%	-7%	60%	-5%
Compare		-5%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	72%	62%	10%	56%	16%
2017	54%	60%	-6%	53%	1%
Compare		18%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	42	41	47	56	50	33	65		79	55
ELL	35	46	47	76	54					50	
ASN	80	64								83	80
BLK	26	43	50	34	36		47	60		73	55
HSP	59	48	35	71	60		76	69		58	60
MUL	54	62	33	66	63		63	75			
WHT	61	56	44	67	62	53	78	83		88	75
FRL	46	47	40	60	63	59	66	72		79	70

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	24	39	41	26	21	16	52	54		77	33
ELL	9	46	40								
ASN	64	50								100	69
BLK	39	53	42	27	24	30	50	68		100	36
HSP	52	58	43	40	29	33	71	73		95	65
MUL	51	55	70	41	25		74	88		95	42
WHT	60	54	44	55	37	34	76	80		89	59
FRL	47	49	39	42	30	25	69	74		88	47

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Lowest 25%
Rationale	In comparison, this is the area that has decreased the most over the prior two years, and we recognize the need to address this area as ongoing over many years at J.R. Arnold High School.
Intended Outcome	Alignment in ELA courses through teacher collaboration and course scheduling coordination in order to reach stability and a measure of growth in the ELA Lowest 25% area.
Point Person	Julie Carmichael (carmije@bay.k12.fl.us)
Action Step	
Description	10th grade students placed in AICE General Paper if they scored a 2 or higher on the 2017-2018 FSA, which includes some of our lowest quartile students. Remaining students placed in intensive ELA programs. A large group of the lowest quartile 11th graders placed into Critical Thinking as an additional ELA support. Adoption of the Pre-AP ELA program into all 9th grade ELA homogeneous classes.
Person Responsible	Julie Carmichael (carmije@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	The School Improvement Team and Arnold's leadership will review test scores throughout the school year from aligned collaborative summative examinations, district based common assessments, and FSA testing.
Person Responsible	Julie Carmichael (carmije@bay.k12.fl.us)

Activity #2	
Title	Behavior: Attendance
Rationale	Attendance is a key behavioral concern at Arnold High School though it has improved through process put in the place over the last year. By creating a positive learning environment where students feel secure and are held accountable for coming to school, we can help them to become successful students. Using Quantum Learning's 8 Keys of Excellence character development traits and through various discussions, MTSS action step planning (as needed), and individualized support for students struggling with attendance, we feel a continued improvement can take place in overall school attendance.
Intended Outcome	Arnold High School will increase student attendance through the use of Quantum Learning strategies, which will build positive learning environments, and by using the 8 Keys of Excellence in combination with attendance data as discussion points for Graduation Assessment Teams (GAT), administrative, and MTSS (as needed) meetings with students. Students who are considered most high risk (below 70%) due to attendance are our primary target group and will be considered for MTSS. GAT teams will also address and work to improve all students at 90% and below attendance.
Point Person	Antonius Barnes (barneag@bay.k12.fl.us)
Action Step	
Description	1. MTSS Attendance/Behavior Chats (as/if needed): 6 teachers will work together, on a half day, MTSS to sub generate a list of high risk absentee students (starting at 70% or below total attendance) for an attendance chat. This will be done once a month placing these students in clear Tier 1 MTSS at minimum. Simple meeting notes and outcomes will immediately be added into student documentation before the individual student meeting comes to an end. Each student will devise a personal attendance goal and plan with the teacher to follow over the next month (i.e. daily sign in sheets). Students who are successful by the next month will be called down for positive recognition. Students who continue to be unsuccessful with attendance will be moved to Tier 2 MTSS and reported to the administration for additional support. Students who are absent when called down are reported to administration for additional support (possible immediate movement into Tier 2). Attendance Chat Teachers will divide student lists and call down students individually during the allotted time. Teachers will have a common script to use. Common language will be emphasized: specifically Quantum based. Teachers will use Quantum Learning strategies for building positive learning environments and implement the 8 Keys of Excellence as discussion points for monthly chats with all students who are identified as high risk (below 70%) due to attendance. When monthly checks are completed, teachers responsible for the attendance chats will report students who have 15 full days of unexcused absences directly to administration and the DMV. Warning of this impending violation will be shared with all students met during the meetings. Students are reminded that if they are in athletics or traveling extracurricular activities, they will be benched and not allowed to compete, travel, and/or participate. 2. Coaching & Extra-Curricular Support: There will be a regular notification to coaches and extracurricular activity sponsors of at risk students. Anji Dunlap is maintaining a contract from students involved in clubs, sports, and activities;

thus, ensuring students and parents are aware of the policies which will hold students more accountable.

3. Graduation Assessment Teams:
As part of the work of the Graduation Assessment Team PLCs for each grade, a group of target students will be identified based on having low grades, scores, and/or attendance. The target group will be monitored, and provided ongoing mentoring and support by the Graduation Assessment Team members throughout the year.

4. Increase teacher use of "Student Documentation" screen in FOCUS when contact is made with individual students and/or guardians regarding attendance and behavior.

Person Responsible   Antonius Barnes (barneag@bay.k12.fl.us)

Plan to Monitor Effectiveness

Description   We will monitor each month the list of 70% or below attendance students for decreases. Should decreases take place, we will grow to working with 80% and below attendance students.

Person Responsible   Antonius Barnes (barneag@bay.k12.fl.us)

Activity #3	
Title	Increase Test Scores by 5%
Rationale	In each area of end of course assessment, be it Advanced Placement, Industry Certification, AICE, or State EOC exams, we know that improvements can be made. Based on our test scores from last year, we see the need for at minimum a 5% increase in all proficiency rates. This requires careful planning and collaboration between teachers working towards the same course outcomes and ongoing support for time to plan and organize for these courses. This type of collaborative planning, and time to do it, was listed as one of the top needs by teachers at our school.
Intended Outcome	With implementation of our school-wide plan Arnold High School intends to increase proficiency on end-of-course assessments by 5%. We define proficiency as increased passing rates on AP, AICE, and industry certification exams and learning gains on state EOC exams and other common assessments.
Point Person	Julie Carmichael (carmije@bay.k12.fl.us)
Action Step	
Description	Course Based PLCs Teachers will be placed into PLC teams with other teachers working on the same subject and/or towards the same end of course assessments for collaborative planning and alignment through regular meetings and time provided to address concerns and work together. Teachers will be responsible for careful alignment to the pacing and standards set forth for their course by the District, State, and/or other course based outlines (i.e. AICE, AP, Industry Cert.) and will work together to build this across the school. These meetings will take place at least once a month.
Person Responsible	Julie Carmichael (carmije@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Ongoing district assessments provide one area of monitoring for state based EOC courses. Additionally AP courses have district wide study sessions and school based mock exams as a method of progress monitoring. Ultimately our effectiveness will be measured by the final test scores in comparison to the prior year's scores.
Person Responsible	Julie Carmichael (carmije@bay.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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.

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.

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.

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.

Part V: Budget

Total:	**$0.00**