

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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J.R. Arnold High School  
550 N ALF COLEMAN RD  
Panama City Beach, FL 32407  
850-767-3700

### School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 44%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 16%

### School Grades History

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<b>2013-14</b> B	<b>2012-13</b> B	<b>2011-12</b> B	<b>2010-11</b> B
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### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

J.R. Arnold High School

##### Principal

Keith Bland

##### School Advisory Council chair

Teresa Dyer

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Gordon Pongratz	Assistant Principal
Jenne Palmer	SBLT Chair, Literacy Coach
Nancy Dow	Science Dept. Chair
Sherry Czupryk	LA Dept. Chair
Alexis Underwood	Reading Dept. Chair
Susan Walters	Math Dept. Chair
Anji Dunlap	Spec. Area Dept. Chair
Jeff Skipper	Soc. Studies Dept. Chair
Ted Czupryk	Collegiate Studies Director

#### District-Level Information

##### District

Bay

##### Superintendent

Mr. William V Husfelt

##### Date of school board approval of SIP

12/10/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The chair, secretary and five other members represent the eight parents and school community of the SAC. Five students represent the SAC which includes the Student Government President and Class Representatives respectively for Freshman, Sophomore, Junior and Senior classes. The Principal, Assistant Principal, Collegiate Studies Director, Literacy Coach, Reading Chair and two other teachers represent the faculty and staff.

#### Involvement of the SAC in the development of the SIP

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

**Activities of the SAC for the upcoming school year**

SAC actively participates in helping to write the school improvement plan. SAC explores and reviews grant opportunities in the local community to award school wide grants to AHS faculty for increasing student achievement to support school improvement goals.

**Projected use of school improvement funds, including the amount allocated to each project**

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

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Keith Bland</b>		
Principal	Years as Administrator: 6	Years at Current School: 5

**Credentials**

Degrees: Masters: Education, Specialist Education, Bachelor  
 Education Certifications: School Principal, Ed. Leadership, SLD  
 K-12, Physical Ed 6-12

**Performance Record**

2012-13: Arnold High School Principal: Pending grade  
 2011-12: Arnold High School Principal: B grade, 64 % Reading  
 FCAT proficiency, 74% Math FCAT proficiency, 67% Reading  
 Learning gains, 82% Math Learning Gains, 62% in Reading for  
 lowest 25%. AMO Reading: 64%  
 2010-11: Arnold High School Principal: B grade, 61% reading  
 FCAT proficiency, 56% Learning Gains, 43% for lowest 25%, AYP  
 was not met in reading; with 52% of students scoring at or above  
 grade level in reading, 45% of white students and 64% of  
 Economically Disadvantaged students Reading Below Grade  
 Level.  
 2009- 2010 J.R. Arnold High School Principal: B grade, 63%  
 reading FCAT proficiency 85% math FCAT proficiency, 58%  
 reading learning gains, 79% math learning gains 46% in reading  
 for lowest 25%, 66% in math for lowest 25%, AYP was not met.  
 2006-2009 Florida Virtual School Principal (no data)  
 2005-2006 J.R. Arnold High School Assistant Principal: Grade B,  
 49% reading FCAT proficiency 80% math FCAT proficiency, 57%  
 reading learning gains, 81% math learning gains 57% in reading  
 for lowest 25%, 81% in math for lowest 25%, AYP was provisional

<b>Julie Collinsworth</b>		
Asst Principal	Years as Administrator: 5	Years at Current School: 3
<b>Credentials</b>	Degrees: Masters: Counseling & Psychology, Bachelor: Communication Certification: Ed. Leadership, ESE, Guidance & Counseling	
<b>Performance Record</b>	2012-13 Arnold High School Assistant Principal: Pending grade 2011-12 Arnold High School Assistant Principal: B grade, 64% Reading Satisfactory or higher, 67% Reading points for gains, 62% Reading gains for low 25%. AMO Reading:64% 2010-11: Arnold High School Assistant Principal: B grade, 56% reading FCAT proficiency, 56% Learning Gains, 43% for lowest 25%, AYP was not met in reading; with 52% of students scoring at or above grade level in reading, 45% of white students and 64% of Economically Disadvantaged students Reading Below Grade Level. 2008-2009 Newpoint Bay Charter High School Assistant Principal: 39% Reading FCAT proficiency, 68% Math FCAT proficiency, 38% Reading Learning Gains, 66% Math Learning Gains, 50% in Reading lowest 25%, 57% in Math lowest 25% AYP was not met. 2007-2008 Southport Elementary School Administrative Assistant: Grade A, 83% Reading FCAT proficiency, 78% Math FCAT proficiency, 68% Reading Learning Gains, 73% Math Learning Gains, 60% in Reading for lowest 25%, 73% in Math for lowest 25% AYP was met.	

<b>Gordon Pongratz</b>		
Asst Principal	Years as Administrator: 4	Years at Current School: 2
<b>Credentials</b>	Degrees:Masters:Ed. Leadership Certifications: Physical Education K-12	
<b>Performance Record</b>	2012-13 Arnold High School Assistant Principal: Pending grade 2011-12 Arnold High School: B grade, 64% Reading Satisfactory or higher, 67% Reading points for gains, 62% Reading gains for low 25%. AMO:64% 2010 – 2011 Bay High School. Grade: B. Reading Mastery: 49%, Math Mastery: 77%, Writing Mastery: 75%, Science Mastery: 48%, Learning Gains: Reading 45% and Math 73%. Lowest 25%: Reading 38% and Math 58%. AYP: 82%, None of the subgroups made AYP in Reading. Blacks and ED did not make AYP in Math. 2009 – 2010 Bay High School. Grade: B Reading Mastery: 47%, Math Mastery: 79%, Writing Mastery: 73%, Science Mastery: 46%, Learning Gains: Reading 45% and Math 76%. Lowest 25%: Reading 35% and Math 66%. AYP: 85%, None of the subgroups made AYP in Reading. Blacks and ED did not make AYP in Math.	

**Instructional Coaches**



**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Jenne Palmer**

Full-time / School-based

Years as Coach: 7

Years at Current School: 10

**Areas**

Reading/Literacy

**Credentials**

Degrees: Bachelors, Masters, Specialist, Certifications: Reading/ K-12, School Principal, Ed. Leadership, ESOL, Ex. Stud/K-12, ELE 1-6

**Performance Record**

2012-13: Pending  
 2011-12: B grade, 64% Reading Satisfactory or higher, 67% Reading points for gains, 62% Reading gains for low 25%. AMO Reading:64%  
 2010-11: B grade, 61% Reading FCAT proficiency, 56% Learning Gains, 43% for lowest 25%  
 2009-10: B grade, 63% Reading FCAT proficiency, 58% Learning Gains, 46% for lowest 25%  
 2008-09: A grade, 62% Reading FCAT proficiency, 63% Learning Gains, 63% for lowest 25%  
 2007-08: B grade, 59% Reading FCAT proficiency, 61% Learning Gains, 44% for lowest 25%  
 2006-07: B grade, 54% Reading FCAT proficiency, 56% Learning Gains, 47% for lowest 25%

**Lisa Gibson**

Part-time / District-based

Years as Coach: 6

Years at Current School: 0

**Areas**

Rtl/MTSS

**Credentials**

Degree: B.A. in English Literature from Florida State University  
 Certifications: MG Math 5-9, MG English 5-9, English 6-12  
 Endorsements: ESOL, Reading

**Performance Record**

I am highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.

**Classroom Teachers**

**# of classroom teachers**

63

**# receiving effective rating or higher**

100, 159%

**# Highly Qualified Teachers**

94%

**# certified in-field**

59, 94%

**# ESOL endorsed**

3, 5%

**# reading endorsed**

6, 10%

**# with advanced degrees**

31, 49%

**# National Board Certified**

6, 10%

**# first-year teachers**

5, 8%

**# with 1-5 years of experience**

17, 27%

**# with 6-14 years of experience**

16, 25%

**# with 15 or more years of experience**

25, 40%

**Education Paraprofessionals**

**# of paraprofessionals**

3

**# Highly Qualified**

, 0%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

**# receiving effective rating or higher**

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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 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 online application database for new recruits
6. New teachers may be partnered with veteran staff as mentors.

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

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

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

School -based leadership team members will collaborate as needed with lead teachers and specialists on the problem-solving process to provide input into the development and implementation of the SIP. This process will help the team to ensure that SIP includes information about core instruction, participation in student data collection, delivery of Tier 1 instructional intervention, and collaboration with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2 and 3 activities

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

- \*Principal (K. Bland) and Assistant Principal (J. Collinsworth) will provide a common vision for the use of data-based decision-making to ensure that the school-based team is implementing MTSS/RTI and to ensure implementation of intervention support and documentation.
- \*Part time MTSS/RTI Coach (L.Gibson) will assist with implementation.
- \*Literacy Coach (J. Palmer) will provide guidance, facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
- \*Guidance Counselors (D. Meadows and S. Roberts) will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assist the school and families to support the child's academic, emotional, behavioral and social success.
- \*Dept. Chairs will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
- \*School Psychologist (J. Shipbaugh) will participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.
- \*Speech and Language Pathologist will assist in the selection of screening measures; and help identify systemic patterns of student needs with respect to language skills.

\*Case Review Team will include Administration (J. Collinsworth), School Psychologist (J. Shipbaugh) and School Counselors (D. Meadows and S. Roberts) and will lead as needed per case identified.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Students are identified, monitored and placed into 90 minute Reading and math blocks based on a triangulation of data.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Reports from FOCUS, Discovery Education, FCAT, EOCs and ongoing classroom assessments are the most common data sources and management system tools utilized for monitoring.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The case review team will plan and provide support and build capacity as students are identified. The AHS MTSS Plan contains the following components. a. All 9th grade Intensive classes are Tier II. Teachers create and keep MTSS Intervention Plans with their Lesson Plans. Monthly Progress Monitoring (PM) includes AgileMind-Embedded and other classes will use Discovery Education or Easy CBM probes. Teachers will meet frequently to look at data (PM, Interim assessments, classroom assessments, etc.) for Data Chat meetings.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,500

1. Tutoring provided before or after school as needed as based on student/parent requests in areas of Math, Language Arts, SAT, ACT, etc.
2. Professional development provided before or after school as needed and requested by teachers, parents and/or administrators.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

1. Based on individual student completion needs.
2. Based on individual teacher/administration needs and requests.

**Who is responsible for monitoring implementation of this strategy?**

Principal, Administration and teachers providing the service of tutoring or facilitator providing the service of professional development.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Keith Bland	Principal
Karol Hixon	LLT Chair/ELA/Reading Teacher
Jenne Palmer	Literacy Coach
Nancy Dow	Science Dept. Chair
Sharon Gilson	Reading/LA Teacher
Diane Spring	Reading/LA Teacher
Alexis Underwood	Reading Dept. Chair
Julie Collinsworth	Assistant Principal
Andra Phillips	Administrative Assisstant
Kelly Ankoviak	Math Teacher
Chris Smith	Reading/Art Demonstration Teacher
Whitney Walker	LA Teacher
Lisa Gibson	MTSS Coach

**How the school-based LLT functions**

Arnold High School’s LLT functions follow the Bay District Comprehensive Reading Plan and State Comprehensive Reading expectations. The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern (s)

across the school. The LLT will meet as needed and both the principal (or admin designee) and coach will have the responsibility of determining agendas and facilitating the Literacy Leadership Team meetings. Both the principal and the coach will be active members of the LLT and will be expected to attend all meetings. The principal will support the Literacy Leadership Team as they develop site based guidelines for literacy development. Opportunities for training and support in literacy building will be recommended by the principal to the Literacy Leadership Team. The principal will establish a culture of importance and respect for the Literacy Leadership Team and the decisions and recommendations thereof. The principal and coach will be expected to meet together regularly to discuss reading data, plan agendas for LLT meetings, and based on the needs reflected in the data, develop an appropriate plan for professional development. While the coach may be responsible for the implementation of the professional development plan, the principal is expected to contribute to the plan and understand the reasoning for offering the identified professional development. The coach and the principal will be responsible for follow up of the professional development activities as needed.

### **Major initiatives of the LLT**

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

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

Administration, Literacy Coach, LLT and SBLT collaborate and plan to provide school-wide activities and opportunities during the year to ensure every teacher has opportunities to contribute to the reading improvement of every student.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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

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

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

\* Performing Arts Courses – Classroom and hands on component; introduces students to various career fields, terminologies in the field of the Performing Arts.

\* Co-op Program – Classroom and hands on component; introduces students to a variety of career fields. Students are allowed to earn credit and also gain on-the –job training skills at various work locations terminology.

\*Technology Courses - Introduces students to various career fields, terminologies in the field of Technology and opportunities to be certified. Students can obtain various certifications.

\*Fashion Design Courses - Classroom and hands on component; introduces students to various career fields, terminologies in the field of the Fashion and Design.

\*ROTC Courses - Classroom and hands on component; introduces students to various career fields,

terminologies in the field of the military.

\* Advanced Placement Courses – Exposure to the rigor and relevance of college level materials while remaining in a traditional high school classroom setting. Upon the passing of a College Board generated exam, students may receive college credit.

\*Dual Enrollment Courses – Allow students to be exposed to the rigor and relevance of college level materials while remaining in a traditional high school classroom setting. Upon the successful completion of these courses, students earn college credit through Gulf Coast Community College.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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 they are interested in.

\*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.

\*Within our Collegiate Study Program, opportunities are given to take a 2 to 3 day trip to a number of state colleges. On this recruiting trip, students not only learn entrance requirements, they are given a firsthand tour of the campus.

### **Strategies for improving student readiness for the public postsecondary level**

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 CPT (College Placement Test) 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.

\*We offer waivers for our economic disadvantaged to take standardized test such as the ACT and SAT free of charge.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	58%	No	71%
American Indian				
Asian	79%	55%	No	81%
Black/African American	43%	27%	No	48%
Hispanic	47%	36%	No	52%
White	70%	61%	No	73%
English language learners				
Students with disabilities	33%	34%	Yes	39%
Economically disadvantaged	51%	46%	No	56%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	180	26%	27%
Students scoring at or above Achievement Level 4	150	22%	23%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			
Students in lowest 25% making learning gains (FCAT 2.0)	193	65%	66%



**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	295	75%	76%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	165	50%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	63%	No	72%
American Indian				
Asian				
Black/African American	81%	50%	No	83%
Hispanic	58%	59%	Yes	63%
White	69%	63%	No	72%
English language learners				
Students with disabilities	43%	44%	Yes	49%
Economically disadvantaged	63%	52%	No	67%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)	320	64%	65%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	268	66%	67%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	135	39%	40%
Students scoring at or above Achievement Level 4	26	8%	10%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	44%	45%
Students scoring at or above Achievement Level 4	28	18%	20%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	121	38%	40%
Students scoring at or above Achievement Level 4	33	10%	12%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**Area 8: Early Warning Systems**

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	3	1%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	222	78%	79%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	130	45%	46%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	221	77%	78%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Increase parent involvement at SAC meetings.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
School Climate Survey Question #2 for Parents	14	42%%	45%

**Area 10: Additional Targets**

**Additional targets for the school**

Increase percentage of students reporting the school as safe overall.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
School Climate Survey, item # 15 for Secondary Students.	235	68%	69%

## Goals Summary

- G1.** Increase the percentage of parent volunteers attending SAC meetings through community outreach in response to the ongoing review of SAC attendance data.
- G2.** Increase the percentage of students reporting the school as a safe place in response to the ongoing review of student surveyed data.
- G3.** Increase the percentage of students scoring at proficiency levels in all subgroup areas by adjusting targeted instruction in response to the ongoing analysis of disaggregated data.

## Goals Detail

**G1.** Increase the percentage of parent volunteers attending SAC meetings through community outreach in response to the ongoing review of SAC attendance data.

### Targets Supported

- Parental Involvement

### Resources Available to Support the Goal

- IRIS Alert
- Parent Portal
- School Website
- Parent email and phone contact information

### Targeted Barriers to Achieving the Goal

- Not all parents actually receive the phone call because of wrong phone numbers in school system.

## Plan to Monitor Progress Toward the Goal

Results of Implementing Action Steps

### Person or Persons Responsible

Principal, SBLT and SAC Chair

### Target Dates or Schedule:

Monthly or Bi-Monthly

### Evidence of Completion:

SAC minutes, sign in sheets and end of the year parent climate survey

**G2.** Increase the percentage of students reporting the school as a safe place in response to the ongoing review of student surveyed data.

**Targets Supported**

- Additional Targets

**Resources Available to Support the Goal**

- Student Handbook
- Safety Information for Teachers on I-Drive
- WAVE TV - In school TV production
- SRO- School Safety Resource Officer

**Targeted Barriers to Achieving the Goal**

- Lack of school-wide teacher and student knowledge of safety practices for consistent implementation.

**Plan to Monitor Progress Toward the Goal**

Results of the Implementation of the Action Steps

**Person or Persons Responsible**

Administration and SBLT

**Target Dates or Schedule:**

SBLT meetings

**Evidence of Completion:**

Final data analysis report from student surveys and the end of the year climate survey

**G3.** Increase the percentage of students scoring at proficiency levels in all subgroup areas by adjusting targeted instruction in response to the ongoing analysis of disaggregated data.

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- Common Planning Time is available.
- Trained or Identified Expert Teachers and Instructional Coaches are available. They can provide assistance in the use of FOCUS, SMART Technology, Progress Monitoring/Assessment Tools, Discovery Education, MTSS process, Quantum and CRISS.



- A supportive School Administration, District Superintendent, (STS) Staff Training Specialists and (TOSA) Teachers on Special Assignment are available.
- A variety of current and research based professional development is available on site and through the district. Teachers can request for on site professional development.
- The majority of teachers volunteer their time before, during and after school hours without monetary supplements or stipends. They do assist with mentoring, collaboration, extracurricular activities, projects, tutoring, contacting parents and covering other teacher's classes and activities to support student motivation and learning.
- Students are offered a variety of diverse and challenging courses, project opportunities as well as extracurricular sport and club activities for enrichment. These are offered before, during and after school to support student motivation and learning. Some examples are Robotics Club History/Science Fairs, Theatre Presentations, TV production and Student Government.
- An increased amount of new technology, curriculum/instruction and assessment tools are available. Such technology tools include SMART technology and new computer labs. Such curriculum/instruction/Assessment tools include Springboard and Agile Minds. An example of a new assessment tool from the district includes the District-wide writing progress monitoring assessment.
- A (SRO) School Safety Resource Officer is on campus and available.
- In school suspension (ISS) is provided for students who have difficulty following school rules. ISS assists in the prevention of student absences due to discipline issues.
- A core of reliable parent volunteers.

#### **Targeted Barriers to Achieving the Goal**

- Limited funds are available for (CIA) curriculum instruction and assessment resources such as digital devices, computers, equipment and textbooks.
- Lack of school-wide teacher proficiency can be observed in utilizing tools for (CIA) curriculum, instruction, data analysis and assessment. Such tools, for example, include: FOCUS, SMART Technology, Progress Monitoring/Assessment Tools, Discovery Education, MTSS process, Quantum, Project CRISS, Springboard and Agile Minds.

#### **Plan to Monitor Progress Toward the Goal**

##### Results of Implementing Action Steps

##### **Person or Persons Responsible**

Principal and SBLT

##### **Target Dates or Schedule:**

SBLT meetings

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

District and School Data Analysis from Progress Monitoring Assessments, Progress Reports, Report Cards, EOCs and FCAT

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the percentage of parent volunteers attending SAC meetings through community outreach in response to the ongoing review of SAC attendance data.

**G1.B1** Not all parents actually receive the phone call because of wrong phone numbers in school system.

**G1.B1.S1** Assistance with using IRIS Alert, Parent Portal, Parent email, Parent phone numbers and School Website to notify parents of monthly meetings.

#### Action Step 1

Communication to parents through IRIS Alert Updates, Parent emails and Parent phone numbers

##### Person or Persons Responsible

Administration

##### Target Dates or Schedule

Open House and Bi-Monthly

##### Evidence of Completion

SAC Minutes of parents receiving communication about meeting reminders.

#### Action Step 2

Updates to Parent Portal and School Website

##### Person or Persons Responsible

Technology

##### Target Dates or Schedule

Weekly or Monthly

##### Evidence of Completion

SAC Minutes of parents noticing updates to Parent Portal and School Website

### **Action Step 3**

Teachers encouraging SAC involvement by inviting parents to SAC meetings..

#### **Person or Persons Responsible**

Administration and Teachers

#### **Target Dates or Schedule**

Open House and Monthly

#### **Evidence of Completion**

SAC Minutes of parents invited by Teachers and Administration

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Implementation of Action Steps

#### **Person or Persons Responsible**

Administration, SBLT and SAC Chair

#### **Target Dates or Schedule**

Monthly or as needed

#### **Evidence of Completion**

SAC minutes and sign in sheets

### **Plan to Monitor Effectiveness of G1.B1.S1**

Implementation of Action Steps

#### **Person or Persons Responsible**

Principal, SBLT Chair and SAC Chair

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

SAC minutes and sign in sheets

**G2.** Increase the percentage of students reporting the school as a safe place in response to the ongoing review of student surveyed data.

**G2.B1** Lack of school-wide teacher and student knowledge of safety practices for consistent implementation.

**G2.B1.S1** Assistance with school-wide safety awareness procedures and practices for consistency based on data.

**Action Step 1**

Review of Safety Awareness and Implementation Expectations

**Person or Persons Responsible**

Administration and Teachers

**Target Dates or Schedule**

At least once for teachers at a Teacher to Teacher

**Evidence of Completion**

Sign in Sheets from Teacher to Teacher and Observation by Administration

**Facilitator:**

Administration

**Participants:**

Teachers

**Action Step 2**

Review of safety awareness expectations for students

**Person or Persons Responsible**

Teachers and students

**Target Dates or Schedule**

At least once during homeroom

**Evidence of Completion**

Observation by Administration

### **Action Step 3**

SGA and Student Athlete student surveys about school safety through Survey Monkey

#### **Person or Persons Responsible**

Student Athletes, SGA students, Athletic Coaches, SGA Sponsor, Literacy Coach and preselected students for climate survey.

#### **Target Dates or Schedule**

At least twice a year

#### **Evidence of Completion**

Analysis results of at least two Survey monkey data collected reports

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

Implementation of Action Steps

#### **Person or Persons Responsible**

Administration and SBLT

#### **Target Dates or Schedule**

at SBLT meetings

#### **Evidence of Completion**

sign in sheet from Teacher to Teacher, final analysis of results from student surveys and student climate survey.

### **Plan to Monitor Effectiveness of G2.B1.S1**

Implementation Action Steps

#### **Person or Persons Responsible**

Administration and SBLT

#### **Target Dates or Schedule**

SBLT meetings

#### **Evidence of Completion**

Analysis report of the two student survey reporting periods from survey monkey

**G3.** Increase the percentage of students scoring at proficiency levels in all subgroup areas by adjusting targeted instruction in response to the ongoing analysis of disaggregated data.

**G3.B1** Limited funds are available for (CIA) curriculum instruction and assessment resources such as digital devices, computers, equipment and textbooks.

**G3.B1.S1** Assistance with collaborating and brainstorming ways to implement and align available instructional resources for adjusting targeted instruction based on data.

**Action Step 1**

Department and Professional Learning Community Meetings and Trainings

**Person or Persons Responsible**

Principal, Department Chair, Literacy Coach

**Target Dates or Schedule**

Monthly and Common Planning Time

**Evidence of Completion**

Sign in sheets documenting meeting/trainings

**Facilitator:**

Department Chair and/or Literacy Coach

**Participants:**

Teachers

**Action Step 2**

Lesson Plans will reflect resources for adjusted instruction.

**Person or Persons Responsible**

Principal, Department Chair, Literacy Coach

**Target Dates or Schedule**

Weekly/Monthly

**Evidence of Completion**

Lesson Plan docs on I-Drive

### **Action Step 3**

IPDP Training and Individual Feedback Conferencing

#### **Person or Persons Responsible**

Principal, Teachers and Literacy Coach

#### **Target Dates or Schedule**

Once, twice a year or as needed

#### **Evidence of Completion**

IPDPs in AIMS

#### **Facilitator:**

Administration, Literacy Coach or assigned by Administration

#### **Participants:**

Teachers

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

Action Steps

#### **Person or Persons Responsible**

Principal, Department Chair, Literacy Coach

#### **Target Dates or Schedule**

Monthly and as needed

#### **Evidence of Completion**

Sign in Sheets of Meetings, Lesson Plans on I-Drive and IPDPs in AIMS

### **Plan to Monitor Effectiveness of G3.B1.S1**

Action Steps

#### **Person or Persons Responsible**

Principal, Department Chair and Literacy Coach

#### **Target Dates or Schedule**

Monthly, after available release of data and as needed

#### **Evidence of Completion**

Sign in sheets of meetings, Lesson Plans on I-Drive and IPDPs in AIMS

**G3.B2** Lack of school-wide teacher proficiency can be observed in utilizing tools for (CIA) curriculum, instruction, data analysis and assessment. Such tools, for example, include: FOCUS, SMART Technology, Progress Monitoring/Assessment Tools, Discovery Education, MTSS process, Quantum, Project CRISS, Springboard and Agile Minds.

**G3.B2.S1** Assistance with increasing school-wide teacher proficiency in utilizing tools for curriculum, instruction data analysis and assessment such as SMART Technology, Progress Monitoring/Assessment Tools, Discovery Education, MTSS process, Quantum and CRISS

**Action Step 1**

Preschool Quantum Learning Training

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Preschool Inservice

**Evidence of Completion**

Sign in Sheets

**Facilitator:**

Quantum Learning Trainer/Facilitator

**Participants:**

Teachers and Administrators

**Action Step 2**

Teacher requested collaborative, consultive and coaching meetings/trainings. New teacher mentoring meetings/trainings.

**Person or Persons Responsible**

Principal, Trained/Identified Expert Teachers, Department Chairs, Literacy Coach, MTSS Coach

**Target Dates or Schedule**

Common Planning, before or after school

**Evidence of Completion**

Observation



**Action Step 3**

Follow up meeting/training for each intial teacher requested meeting/training

**Person or Persons Responsible**

Principal, Trained/Identified Expert Teachers, Department Chairs, Literacy Coach, MTSS Coach

**Target Dates or Schedule**

Common Planning, before or after school

**Evidence of Completion**

Observation

**Plan to Monitor Fidelity of Implementation of G3.B2.S1**

Teacher proficiency in the use of CIA tools

**Person or Persons Responsible**

Principal, Identified Expert Teacher, Department Chair, Literacy Coach, MTSS Coach

**Target Dates or Schedule**

Common Planning, during instruction, before and after school

**Evidence of Completion**

Observation

**Plan to Monitor Effectiveness of G3.B2.S1**

Teacher proficiency with CIA tools

**Person or Persons Responsible**

Principal, Identified Expert Teacher, Department Chair, Literacy Coach, MTSS Coach

**Target Dates or Schedule**

Common planning, during instruction, before or after school

**Evidence of Completion**

Observation

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II grant funds provide our school with an Intensive Reading Instructional Unit as a District Demonstration Classroom using the District Reading Framework. Newly hired teachers in the District come to observe the Reading Framework instructional practice.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G2.** Increase the percentage of students reporting the school as a safe place in response to the ongoing review of student surveyed data.

**G2.B1** Lack of school-wide teacher and student knowledge of safety practices for consistent implementation.

**G2.B1.S1** Assistance with school-wide safety awareness procedures and practices for consistency based on data.

### PD Opportunity 1

Review of Safety Awareness and Implementation Expectations

#### Facilitator

Administration

#### Participants

Teachers

#### Target Dates or Schedule

At least once for teachers at a Teacher to Teacher

#### Evidence of Completion

Sign in Sheets from Teacher to Teacher and Observation by Administration

**G3.** Increase the percentage of students scoring at proficiency levels in all subgroup areas by adjusting targeted instruction in response to the ongoing analysis of disaggregated data.

**G3.B1** Limited funds are available for (CIA) curriculum instruction and assessment resources such as digital devices, computers, equipment and textbooks.

**G3.B1.S1** Assistance with collaborating and brainstorming ways to implement and align available instructional resources for adjusting targeted instruction based on data.

**PD Opportunity 1**

Department and Professional Learning Community Meetings and Trainings

**Facilitator**

Department Chair and/or Literacy Coach

**Participants**

Teachers

**Target Dates or Schedule**

Monthly and Common Planning Time

**Evidence of Completion**

Sign in sheets documenting meeting/trainings

**PD Opportunity 2**

IPDP Training and Individual Feedback Conferencing

**Facilitator**

Administration, Literacy Coach or assigned by Administration

**Participants**

Teachers

**Target Dates or Schedule**

Once, twice a year or as needed

**Evidence of Completion**

IPDPs in AIMS

**G3.B2** Lack of school-wide teacher proficiency can be observed in utilizing tools for (CIA) curriculum, instruction, data analysis and assessment. Such tools, for example, include: FOCUS, SMART Technology, Progress Monitoring/Assessment Tools, Discovery Education, MTSS process, Quantum, Project CRISS, Springboard and Agile Minds.

**G3.B2.S1** Assistance with increasing school-wide teacher proficiency in utilizing tools for curriculum, instruction data analysis and assessment such as SMART Technology, Progress Monitoring/Assessment Tools, Discovery Education, MTSS process, Quantum and CRISS

**PD Opportunity 1**

Preschool Quantum Learning Training

**Facilitator**

Quantum Learning Trainer/Facilitator

**Participants**

Teachers and Administrators

**Target Dates or Schedule**

Preschool Inservice

**Evidence of Completion**

Sign in Sheets

## Appendix 2: Budget to Support School Improvement Goals