

# J.R. Arnold High School



2014-15 School Improvement Plan

## J.R. Arnold High School

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

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

44%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

16%

### School Grades History

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

### 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.

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

| DA Category | Region            | RED                            |
|-------------|-------------------|--------------------------------|
| Not In DA   | 1                 | <a href="#">Melissa Ramsey</a> |
| Former F    | Turnaround Status |                                |
| No          |                   |                                |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

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

#### School Environment

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

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

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

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

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

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



FOCUS as a behavioral management tool in an effort to increase awareness of referrals and/or concerns. MTSS is established and continues to identify students in need of interventions according to the established district mandated behavioral matrix..

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

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

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

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

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

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

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

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

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

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

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

## Family and Community Involvement

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

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

The School Advisory Committee meets monthly to inform parents of important issues and events. Grades, attendance, and behavior are available to parents through Parent Portal Teachers communicate lessons, objectives, and assessments through the use of Remind, Edmodo, and Schoology.

Athletic events, SAC meetings, student performances, and club activities are posted on the school web page

IRIS alerts are sent by phone as needed to inform parents, faculty, and staff of important events 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.

School culinary department provides a meal at Open House.

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

1. Gulf Beach Baptist church provides breakfast for faculty during pre-school planning. The church also provides breakfast to students before administration of statewide assessments.
2. Woodlawn Methodist church provides backpacks for students in need at the beginning of school. They also provide toys and food for needy families at Christmas. The church also provides physical space for Advance Placement testing and professional development meetings as requested.
3. Rotary Club provides clothing, shoes, and jackets to low income students in need.
4. School Board members volunteer to speak to students in classrooms.
5. Volunteers from the local Navy base provide assistance to students in the Engineering program.
6. Local businessmen/women make donations to school clubs and organizations.
7. Students in band and ROTC participate in a ceremony to commemorate 9/11 each year.
8. The culinary department provide 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.

## Effective Leadership

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

### School Leadership Team

#### Membership

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

| Name              | Title               |
|-------------------|---------------------|
| Pongratz, Gordon  | Assistant Principal |
| Dunlap, Anji      | Teacher, K-12       |
| Hixon, Karol      | Teacher, K-12       |
| Meadows, Dee      | Guidance Counselor  |
| Hurst, Jan        | Teacher, K-12       |
| Patton, Sara      | Teacher, K-12       |
| Turbeville, Patty | Teacher, K-12       |
| Mudd, Vicki       | Teacher, K-12       |
| Bland, Keith      | Principal           |

#### Duties

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

The school leadership team consists of school leaders holding various positions within the school to provide variety of perspectives in order to support implementation of strategies for the purpose of supporting the overall vision of Arnold High School.

Principal (Keith Bland) and Assistant Principal (Gordon Pongratz) 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

Assistant Principal (Gordon Pongratz) 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.

PE Teacher and Special Area Department Chair (Anji Dunlap), Math Teacher/Math Department Chair (Kelly Ankoviak), Chemistry teacher/science department representative (Stephanie Persichetti), and American Government teacher/social studies department representative (Ryan Ziem) meet weekly during Professional Learning Communities (PLC)/common planning to design rigorous lesson plans and common assessments. These individuals deliver and provide information about core instruction, participate in student data collection, and collaborate as needed to provide input into the development and implementation of Arnold's school improvement plan.

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

Guidance Counselor and Guidance Department Chair (Dee Meadows) provides guidance services for social and emotional needs of students in grades 9-12. She develops curriculum plans for students in collegiate studies so that students are prepared for college entrance. She also collaborates with the collegiate studies director in coordinating AP testing and assists the data entry clerk and with scheduling for the school.

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

**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 Gordon Pongratz, met weekly from September through October 2014 to disaggregate data and to discuss areas of need within the school. The team used the 8-Step Planning and Problem-Solving Model to develop Smart goals and strategies for school improvement. Principal, Keith Bland, provided information regarding district-allocated school funds and any other resources available which would be available to support the goals developed by the SIP team.

### School Advisory Council (SAC)

#### Membership

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

| Name              | Stakeholder Group  |
|-------------------|--------------------|
| Keith Bland       | Principal          |
| Gordon Pongratz   | Principal          |
| Julie Collinworth | Principal          |
| Chris Smith       | Teacher            |
| Linda Campbell    | Parent             |
| Stephanie Conn    | Parent             |
| Jessica Duggan    | Parent             |
| Teresa Dyer       | Parent             |
| Jennifer Eanes    | Parent             |
| Bobbie Jones      | Parent             |
| Laurie McCarter   | Parent             |
| Paula Nelson      | Parent             |
| Jackie Parrish    | Parent             |
| Belle Chin        | Student            |
| Bar Sadeh         | Student            |
| Alyssa Fisher     | Student            |
| Lynda Brown       | Business/Community |

#### Duties

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

*Evaluation of last year's school improvement plan*

SIP presented during SAC meeting and accepted as presented.

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

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

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

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

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

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

| Name              | Title                    |
|-------------------|--------------------------|
| Hixon, Karol      | Teacher, K-12            |
| Phillips, Dra     | Administrative Support   |
| Turbeville, Patty | Instructional Technology |
| Meadows, Dee      | Guidance Counselor       |
| Dunlap, Anji      | Teacher, K-12            |

**Duties**

***Describe how the LLT promotes literacy within the school***

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, which include the lowest quartile, at risk graduation rate students, and all students in need of improving writing skills particularly in the areas of informative/explanatory and argumentative/persuasive skills. The LLT will continue to implement the District writing assessment for all students enrolled in English classes. 3) Beginning in November 2014 the LLT will implement an initiative for writing in all the content areas which will be held one day a week for the first ten (10) minutes of every class. 4) The LLT will develop a plan to increase readership of non-fiction and texts of higher complexity, promote and celebrate independent reading through the Marlin Book Club. 5) The LLT will work to build in time and opportunities for professional development that support the vision of the school as well as evaluate the overall effectiveness of the curriculum and PLC developed common assessments.

**Public and Collaborative Teaching**

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

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

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

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

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

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

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

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Arnold High school ensures its core instructional programs and materials are aligned to Florida's Standards by working collaboratively within each department work during PLC/common planning time to create common assessments and to share research-based teaching strategies. Additionally, teachers from core subject areas are chosen to serve on committees at the district level to develop district curriculum maps in each content area which are aligned with Florida standards. Teachers use district pacing guides and information shared through common planning/PLCs to write lesson plans which are posted weekly. Department heads and principals are responsible for monitoring teacher lesson plans and assessments to ensure adherence to state standards. Throughout the school year, District Office representatives will conduct random sampling of teacher lesson plans and will make visits to schools to ensure that lessons are being implemented.

#### **Instructional Strategies**

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

Teachers at Arnold High School use a data-driven approach to differentiated instruction. Data from sources such as previous FCAT scores, Discovery Education assessments, 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 school leadership team use a combination of MAZE, DAR, Common Assessments, and/or Discovery Education data throughout the school year to identify students who are not making progress with current Tier 2 intervention strategies. These identified students will receive additional TIER 3 intervention time during the school day.

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

**Strategy:** Extended School Day

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

1. Tutoring 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 Rationale***

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

***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

***Person(s) responsible for monitoring implementation of the strategy***

Bland, Keith, [blandsk@bay.k12.fl.us](mailto:blandsk@bay.k12.fl.us)

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

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

**Student Transition and Readiness**

**PreK-12 Transition**

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

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

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

During the summer, the collegiate studies director and school counselors are available to discuss

classes and curriculum for the upcoming school year.

A freshman Fish Camp is offered before the start of school to provide students the opportunity to receive their schedules for the year and to walk through classrooms before the first day of school. For outgoing cohorts, opportunities are provided for students to participate in college tours through the collegiate studies program. Other students participate in Career Week hosted by

## College and Career Readiness

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

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

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

\*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.

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

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

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

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

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

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

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

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

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

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

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

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

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



- \*Foster and build student/teacher communication regarding graduation requirements, scholarships, career opportunities and counseling. All will be achieved through guidance department and homeroom teachers. For example: A guidance and counseling area is set up in the lunchroom for students to easily access on the spot assistance.
- \*Provide test prep opportunities for SAT and ACT through classrooms and after school course offerings.
- \*Identify students in regards to Senate Bill 1908 to prepare them for college readiness in math. Specific course offered-Math for College Readiness.
- \*Provide 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.

***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.
- 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.

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase the percentage of students scoring at proficiency levels in all subgroup areas by using data to drive instruction.
- G2.** Increase percentage of involvement of all stakeholders including; students, community, parents, and staff in implementing the vision of our school.

## Strategic Goals Detail

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

**G1.** Increase the percentage of students scoring at proficiency levels in all subgroup areas by using data to drive instruction. **1a**

G047796

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

| Indicator                  | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 74.0          |
| Bio I EOC Pass             | 72.0          |
| AMO Math - All Students    | 75.0          |
| College Readiness Reading  |               |

**Resources Available to Support the Goal** **2**

- 2013-14 FCAT and EOC (Pearson Data)
- Discovery Education Assessment (math, biology, and reading)
- PLC assessments and item analysis
- MTSS / instructional training specialist
- FOCUS data
- Agile Minds data
- District / school based professional development
- Smart technologies

**Targeted Barriers to Achieving the Goal** **3**

- Lack of teacher proficiency in utilizing data from assessments to strategically plan and implement research-based instructional strategies

**Plan to Monitor Progress Toward G1.** **8**

Discovery Education Assessment

**Person Responsible**

Keith Bland

**Schedule**

Semiannually, from 9/25/2014 to 6/15/2015

**Evidence of Completion**

Discovery Education Assessment

**Plan to Monitor Progress Toward G1.** 8

Benchmarks Assessments

**Person Responsible**

Keith Bland

**Schedule**

Quarterly, from 9/25/2014 to 6/15/2015

**Evidence of Completion**

Item analysis

**G2.** Increase percentage of involvement of all stakeholders including; students, community, parents, and staff in implementing the vision of our school. 1a

G042005

**Targets Supported** 1b

| Indicator            | Annual Target |
|----------------------|---------------|
| Attendance Below 90% |               |

**Resources Available to Support the Goal** 2

- FOCUS
- Web Page
- Signage
- Iris alerts
- Remind
- Emails
- 

**Targeted Barriers to Achieving the Goal** 3

- Communication between all stake holders

**Plan to Monitor Progress Toward G2.** 8

Leadership Developed Communication Survey

**Person Responsible**

Gordon Pongratz

**Schedule**

On 1/14/2015

**Evidence of Completion**

Survey and responses

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Increase the percentage of students scoring at proficiency levels in all subgroup areas by using data to drive instruction. **1**

 G047796

**G1.B1** Lack of teacher proficiency in utilizing data from assessments to strategically plan and implement research-based instructional strategies **2**

 B119115

**G1.B1.S1** Professional Learning Communities with School/District wide implementation **4**

 S136074

### Strategy Rationale

#### Action Step 1 **5**

Introduce PLCs to faculty at pre-school inservice

#### Person Responsible

Keith Bland

#### Schedule

Daily, from 8/12/2014 to 8/13/2014

#### Evidence of Completion

sign in sheets, agenda

**Action Step 2** 5

Department Heads were introduced to "Learning by Doing" book

**Person Responsible**

Dra Phillips

**Schedule**

Biweekly, from 8/29/2014 to 6/18/2015

**Evidence of Completion**

sign-in sheets, agenda, "Learning by Doing" book

**Action Step 3** 5

Department Heads introduced "common assessments" to collaborative teams

**Person Responsible**

Dra Phillips

**Schedule**

Biweekly, from 9/2/2014 to 6/18/2015

**Evidence of Completion**

sign-in sheets, agenda

**Action Step 4** 5

Create common assessments in PLCs

**Person Responsible**

Dra Phillips

**Schedule**

Biweekly, from 9/2/2014 to 6/18/2015

**Evidence of Completion**

assessment

**Action Step 5** 5

Analyse data from common assessments for reflection on instruction and reteaching

**Person Responsible**

Dra Phillips

**Schedule**

Monthly, from 9/2/2014 to 6/18/2015

**Evidence of Completion**

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

Monitoring Lesson Plans and Common Assessments

**Person Responsible**

Keith Bland

**Schedule**

Weekly, from 9/5/2014 to 6/18/2015

**Evidence of Completion**

Lesson Plans and Common Assessments

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

Administrative Monitoring of PLCs

**Person Responsible**

Keith Bland

**Schedule**

On 6/18/2015

**Evidence of Completion**

Lesson Plans and Common Assessments, Sign-in sheets, agendas, minutes

**G2.** Increase percentage of involvement of all stakeholders including; students, community, parents, and staff in implementing the vision of our school. 1

G042005

**G2.B1** Communication between all stake holders 2

B102226

**G2.B1.S1** Utilize email and text messages (Remind) to communicate with all stake holders 4

S113411

### Strategy Rationale

#### Action Step 1 5

Update Signage

#### Person Responsible

Gordon Pongratz

#### Schedule

Weekly, from 8/12/2014 to 6/15/2015

#### Evidence of Completion

Signs

#### Action Step 2 5

Update WebPage

#### Person Responsible

Patty Turbeville

#### Schedule

Daily, from 8/12/2014 to 6/15/2015

#### Evidence of Completion

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



**Action Step 3** 5

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

**Person Responsible**

Julie Collinsworth

**Schedule**

On 6/15/2015

**Evidence of Completion**

messages

**Action Step 4** 5

Encourage Parents to update Parent Portal information

**Person Responsible**

Gordon Pongratz

**Schedule**

Weekly, from 9/25/2014 to 6/15/2015

**Evidence of Completion**

Message on Parent Portal, REMIND, Web Page, Signage, and IRIS alerts

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

Climate Survey

**Person Responsible**

Gordon Pongratz

**Schedule**

Annually, from 9/25/2014 to 6/15/2015

**Evidence of Completion**

Responses on survey

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

Webpage, REMIND

**Person Responsible**

Keith Bland

**Schedule**

Weekly, from 9/25/2014 to 6/15/2015

**Evidence of Completion**

Counters on webpage, roster on REMIND

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

Climate Survey

**Person Responsible**

Gordon Pongratz

**Schedule**

Annually, from 9/25/2014 to 6/15/2015

**Evidence of Completion**

Responses on survey

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

| Source      | Task, Action Step or Monitoring Activity                                       | Who                 | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date |
|-------------|--|---------------------|-------------------------------|---|--------------------|
| G2.B1.S1.A1 | Update Signage   | Pongratz, Gordon    | 8/12/2014                     | Signs   | 6/15/2015 weekly   |
| G1.B1.S1.A1 | Introduce PLCs to faculty at pre-school inservice                              | Bland, Keith        | 8/12/2014                     | sign in sheets, agenda  | 8/13/2014 daily    |
| G2.B1.S1.A2 | Update WebPage   | Turbeville, Patty   | 8/12/2014                     | <a href="http://www.bayschools.com/ahs/Home.aspx">http://www.bayschools.com/ahs/Home.aspx</a> | 6/15/2015 daily    |
| G1.B1.S1.A2 | Department Heads were introduced to "Learning by Doing" book                   | Phillips, Dra       | 8/29/2014                     | sign-in sheets, agenda, "Learning by Doing" book  | 6/18/2015 biweekly |
| G2.B1.S1.A3 | Encourage the use of REMIND at grade level meetings, Fish Camp, and Open House | Collinsworth, Julie | 9/12/2014                     | messages  | 6/15/2015 one-time |
| G1.B1.S1.A3 | Department Heads introduced "common assessments" to collaborative teams        | Phillips, Dra       | 9/2/2014                      | sign-in sheets, agenda  | 6/18/2015 biweekly |
| G2.B1.S1.A4 | Encourage Parents to update Parent Portal information                          | Pongratz, Gordon    | 9/25/2014                     | Message on Parent Portal, REMIND, Web Page, Signage, and IRIS alerts                          | 6/15/2015 weekly   |

| Source       | Task, Action Step or Monitoring Activity  | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion                                 | Due Date/ End Date        |
|--------------|---|------------------|-------------------------------|---|---------------------------|
| G1.B1.S1.A4  | Create common assessments in PLCs   | Phillips, Dra    | 9/2/2014                      | assessment  | 6/18/2015<br>biweekly     |
| G1.B1.S1.A5  | Analyse data from common assessments for reflection on instruction and reteaching | Phillips, Dra    | 9/2/2014                      |   | 6/18/2015<br>monthly      |
| G1.MA1       | Discovery Education Assessment  | Bland, Keith     | 9/25/2014                     | Discovery Education Assessment  | 6/15/2015<br>semiannually |
| G1.MA2       | Benchmarks Assessments  | Bland, Keith     | 9/25/2014                     | Item analysis   | 6/15/2015<br>quarterly    |
| G1.B1.S1.MA1 | Administrative Monitoring of PLCs   | Bland, Keith     | 9/5/2014                      | Lesson Plans and Common Assessments, Sign-in sheets, agendas, minutes | 6/18/2015<br>one-time     |
| G1.B1.S1.MA1 | Monitoring Lesson Plans and Common Assessments                                    | Bland, Keith     | 9/5/2014                      | Lesson Plans and Common Assessments                                   | 6/18/2015<br>weekly       |
| G2.MA1       | Leadership Developed Communication Survey   | Pongratz, Gordon | 9/25/2014                     | Survey and responses  | 1/14/2015<br>one-time     |
| G2.B1.S1.MA1 | Climate Survey  | Pongratz, Gordon | 9/25/2014                     | Responses on survey   | 6/15/2015<br>annually     |
| G2.B1.S1.MA1 | Climate Survey  | Pongratz, Gordon | 9/25/2014                     | Responses on survey   | 6/15/2015<br>annually     |
| G2.B1.S1.MA3 | Webpage, REMIND   | Bland, Keith     | 9/25/2014                     | Counters on webpage, roster on REMIND                                 | 6/15/2015<br>weekly       |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Increase the percentage of students scoring at proficiency levels in all subgroup areas by using data to drive instruction.

**G1.B1** Lack of teacher proficiency in utilizing data from assessments to strategically plan and implement research-based instructional strategies

**G1.B1.S1** Professional Learning Communities with School/District wide implementation

### **PD Opportunity 1**

Introduce PLCs to faculty at pre-school inservice

#### **Facilitator**

Andra Phillips

#### **Participants**

Arnold Faculty

#### **Schedule**

Daily, from 8/12/2014 to 8/13/2014

### **PD Opportunity 2**

Department Heads were introduced to "Learning by Doing" book

#### **Facilitator**

Andra Phillips

#### **Participants**

Department Heads and Administration

#### **Schedule**

Biweekly, from 8/29/2014 to 6/18/2015

### **PD Opportunity 3**

Department Heads introduced "common assessments" to collaborative teams

#### **Facilitator**

Department Heads

#### **Participants**

Collaborative teams

#### **Schedule**

Biweekly, from 9/2/2014 to 6/18/2015

### **PD Opportunity 4**

Create common assessments in PLCs

#### **Facilitator**

Collaborative teams

#### **Participants**

Classroom teachers

#### **Schedule**

Biweekly, from 9/2/2014 to 6/18/2015

### **PD Opportunity 5**

Analyse data from common assessments for reflection on instruction and reteaching

#### **Facilitator**

Collaborative teams

#### **Participants**

Classroom teachers

#### **Schedule**

Monthly, from 9/2/2014 to 6/18/2015

## Technical Assistance Items

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

**G2.** Increase percentage of involvement of all stakeholders including; students, community, parents, and staff in implementing the vision of our school.

**G2.B1** Communication between all stake holders

**G2.B1.S1** Utilize email and text messages (Remind) to communicate with all stake holders

### **PD Opportunity 1**

Update Signage

**Facilitator**

**Participants**

**Schedule**

Weekly, from 8/12/2014 to 6/15/2015

### **PD Opportunity 2**

Update WebPage

**Facilitator**

**Participants**

**Schedule**

Daily, from 8/12/2014 to 6/15/2015

### **PD Opportunity 3**

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

**Facilitator**

**Participants**

**Schedule**

On 6/15/2015

**PD Opportunity 4**

Encourage Parents to update Parent Portal information

**Facilitator**

**Participants**

**Schedule**

Weekly, from 9/25/2014 to 6/15/2015