

The School District of Palm Beach County

Jupiter High School



2016-17 Schoolwide Improvement Plan

Jupiter High School

500 MILITARY TRL, Jupiter, FL 33458

<https://jhs.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>33%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>32%</p>

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of “Planning” or “Implementing” or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in “Implementing” status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Jupiter High School

DA Region and RED	DA Category and Turnaround Status
Southeast - Diane Leinenbach	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Jupiter High School is committed to providing a safe, equitable, educationally enriching environment with a highly effective staff who provides the opportunity for academic success for all students based on high expectations resulting in responsible, self-motivated, productive, and career-directed citizens.

b. Provide the school's vision statement.

Jupiter High School envisions a unified school culture that serves all students by providing full equity and access to the highest level of learning for students to reach their highest potential and prepare them to succeed in their community and in the global marketplace.

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09, as applicable to appropriate grade levels.

Including but not limited to:

- * History of Holocaust
- * History of Africans and African Americans
- * Hispanic Contributions
- * Women's Contributions
- * Sacrifices of Veterans

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

Jupiter High School students feel comfortable reaching out to administrators as well as teachers and staff with any problems they may have. Students are aware that problems such as bullying are acted upon quickly with proper follow-through. Teachers and staff offer not only respect but also a caring persona toward students throughout the school day. Jupiter High School creates a welcoming environment for incoming freshman and families with a "Warrior Welcome," which includes meeting the administrative team and seeing what extra-curricular activities are available. Jupiter High School offers a variety of before and after school programs to include students from all different cultures in order to build relationships and tolerance and understanding among them.

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

Jupiter High School incorporates the school-wide positive behavior support system in every setting. We have developed a "one tribe" program that promotes a single school

culture. We also have developed the "Warrior 5" program. We established five specific areas in which we want the students to be aware and work to continually improve: Character, Tardiness, Cell phone use, Dress code, and Sign in/ Sign out procedures. The administrative team visits every English class to reiterate the expectations of both the students as well as the teachers and support staff. The goal for these five areas is to increase focus on academics and the behaviors conducive to learning. Multi-cultural diversity is celebrated through our "Jumpstart" and "SOS" programs. These programs are established to help new students acclimate to our school. Students from all over the world are welcomed and share their culture with other students while receiving help with their academics.

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

Jupiter High School provides a Certified Crisis Intervention Teacher, a Drug Abuse Treatment Association (DATA) counselor, a family counselor (weekly), as well as six guidance counselors. These individuals meet and work as a team to provide the best help to each child's individual case. In addition to the six Guidance Counselors for the main student body, we have a bilingual counselor positioned specifically to guide and aid the ELL students.

3. 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).

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

Attendance is tracked every 9 weeks. Those students with attendance issues are placed on a attendance contract provided by their assistant principal. Suspensions are tracked by the assistant principal as well as the district. Students are afforded an E 2020 option to recover credit needed in English Language Arts or mathematics. Students are placed in an intensive reading double block for Level 1 & Level 2 and offered free tutoring for all subjects.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	18	22	37	30	107
One or more suspensions	0	0	0	0	0	0	0	0	0	34	50	36	22	142
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	164	188	189	149	690
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	141	163	194	34	532

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	90	114	117	41	362

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

Mentor is assigned
Referral to the School Based Team
Credit recovery options
Daily/weekly monitoring as needed

B. Family and Community Engagement

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).

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Parent volunteers are an important part of the opening and closing of the school. This year the VIPS program will be focusing on offering support on a regular basis throughout the school year. The VIPS program is expanding to include instructional support by assisting teachers.

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

Through sponsorship the school establishes and maintains working relationships with community organizations. Community businesses donate funds to the program of their choosing and this allows the school to rename the program after said organization. These funds offset any additional costs the program may incur and allows for the expansion of these programs to offer better opportunities, support, and education to their students.

Additional sponsorship is utilized to improve the facilities of the school's extra-curricular activities. Through partnerships with local organizations we can offer shared time of our facilities in exchange for assistance with maintenance and replacement of needed items. These additional sponsorships includes varied mentor program and internship opportunities for current as well as former students.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Iannitti, Colleen	Principal
Daversa, Coral	Assistant Principal
Foss, Kelly	Assistant Principal
Collum, Raymond	Assistant Principal
Smith, Suzanne	Assistant Principal
Crum, James	Assistant Principal
Saunders, Amber	Dean
Lang, Joseph	Dean
Diaz, Susan	Dean
Chrissinger, Katie	Assistant Principal
Mastromarino, Julia	Teacher, K-12
Littles, Carly	Teacher, K-12
Gunn, Michael	Other
Wasserman, Bruce	Guidance Counselor
Hannah, Karole	Teacher, ESE
Arriero, Elisabeth	Guidance Counselor

b. Duties

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

Principal: Serves as an instructional leader with common vision using of data-based decision-making, ensuring that the school-based team is implementing RtI, ensuring implementation of intervention support and documentation, ensuring adequate professional development, and communicating with parents regarding plans and activities.

Assistant Principals and Deans: Monitor and mentor alpha-assigned students. Communicate with parents, students, and teachers. Lead a content-specific department with a common vision.

Teachers: Participate in student data collection, collaborate on the creation of the School Improvement Plan, monitor it for fidelity, and participate in SAC.

Exceptional Student Education (ESE): The role of the Exceptional Student Education Coordinator's role is to ensure compliance with the Individual Education Plans of students in Exceptional Student Education.

Responsibilities include: scheduling IEP and other educational staffings, ensure IEP services are being implemented, coordinating services, disseminate information regarding accommodations and services to teachers.

English Language Learner (ELL) Guidance Counselor: Ensures proper identification, program placement, academic assessment, and programmatic assessment of ELL students. Counselor recommends accommodations for high stakes assessments and meets to discuss the retention of ELL students, makes appropriate educational decisions/modifications to the ELL student's instructional program when the need arises, determines grade level placement of a new student when documentation of prior schooling is not available or when a student is placed according to age even though their academic history does not show sufficient academic background to be placed at that grade level, evaluates ELL students who are not making adequate progress based on the ELDC (English Language Development Continuum).

Reading Instructional Leader: Facilitates and supports data collection activities; assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, and supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Math Instructional Leader: Facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, and supports the implementation of Tier 1, Tier 2, and Tier 3.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Guidance Counselor: Provide counseling to support the student's academic, social, emotional, and social success. Create and monitor student 504 Plans.

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

Administrators, department instructional leaders, and guidance counselors meet regularly beginning in January to determine the course offerings for the upcoming school year. Monthly meetings among the DIL's, and weekly meetings among the assistant principals are focused on developing a curriculum that best serves the needs of the school and the students. Elements that are taken into consideration are staffing resources, funding allocations, ESE and ELL needs, as well as program changes at the state and district levels.

In March, once the course offerings have been refined for the upcoming school year, counselors share these offerings with students and parents at our course registration assemblies. Additionally, counselors visit our feeder schools to review and distribute

course offerings with teachers and students. Together with input from teachers, students and parents select the courses that they feel best match the individual student's needs. As student requests are compiled, administrators review existing personnel allocations as well as those needs that may arise for the upcoming school year. This could involve staffing adjustments, including hiring and/or excessing instructional personnel as necessary.

Administrators (together with input from department instructional leaders and coaches) then determine how best to allocate instructional personnel and classroom usage to achieve the greatest impact on student learning. As the master schedule develops, additional challenges that impact the decision making process are factors such as common planning, 6th period supplements, and limited certification.

Throughout the summer months, we continue to refine student schedules and the master schedule in order to best accommodate student needs and changes in personnel. Additionally, with the release of FSA and EOC data, we continue to make adjustments to better meet the learning needs of our students. Throughout the school year, administrators and department instructional leaders continue to provide guidance and support to ensure our students are engaged in rigorous and standards-based instruction.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dr. Colleen Iannetti	Principal
Carly Littles	Teacher
Candy Yeager	Parent
Phyllis Dennis	Teacher
Julia Mastromarino	Teacher
Sandra Fleming	Parent
Michael Fleming	Teacher
Karen Marchetto	Parent
Jennifer Peeples	Parent
Bridget Mahoney	Student
Kate Moretto	Parent
Melissa Woods	Parent
Elisabeth Arriero	Education Support Employee
Zeynep Evans	Parent
Angelina Fairchild	Parent
Cristy Hobbs	Parent
Haley Houchin	Student
Makenna Hutts	Student
Maria Ireland	Teacher
Samuel Rahman	Parent
Celine Thibault	Parent
Cali Vaughn	Student
Tori Yeager	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC analyzes the data from the previous year and compares the desired percentages to the actual percentages. Using the previous year's school improvement plan, SAC sets new goals.

b. Development of this school improvement plan

The SAC reviews data from the previous year. During a SAC meeting the principal will review the plan and address any questions SAC members have regarding the SIP.

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

The SAC reviews the budget on a monthly basis. When funds become available the SAC votes on expenditure of the funds.

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

School improvement funds will be used to fund programs including after-school tutorials and any materials to support student progress and achievement. Last year's funds were used for purchase a class set of chrome books. The funds allocated for this expenditure was \$10,000.

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

No

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

Jupiter High School stakeholders will encourage members of the community to join the school advisory council.

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Chrissinger, Katie	Assistant Principal
Hires, Cheryl	Teacher, K-12
Marshall, Laurie	Teacher, K-12
Leadley, Maureen	Teacher, K-12
Hagenbuch, Robert	Teacher, K-12
Visser, Adrianna	Teacher, K-12
Pawlik, Donna	Teacher, K-12
Muncy, Ericka	Instructional Coach

b. Duties

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

The LLT will provide support and monitor progress toward the implementation of Language Arts Florida Standards, reading goals set for all groups of students: total school, lowest 25%, and students at Levels 3,4, and 5. A Reading Coach position was added to our staff to further support the Reading Department and students in the Intensive Reading program.

D. 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).

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

Utilizing professional learning communities and time during LTM days, teachers are able to come together to share best practices as well as new resources to establish a collaborative environment that is beneficial to teachers and by extension students.

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

During department and professional learning community meetings teachers will have the opportunity to improve their collegiality and collaborate on strategies. Common planning also provides the opportunity for new teachers to collaborate with veteran teachers in specific areas to improve student achievement.

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

Jupiter High School implements the District's Educator Support program (ESP).

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers use district and state provided workshops as well as the use of online district resources. Assistant Principals review lesson plans on a monthly basis to ensure lessons are aligned with state standards.

b. Instructional Strategies

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

During faculty meetings, the faculty views and discusses school-wide and subject specific data. The faculty utilizes cross-curricular and subject specific best practices to close achievement gaps in student performance based on the data review. At the start of the year, the faculty is provided with specific student data for all areas tested. The data includes students indicators such as ESE, English Language Learners, and free and reduced lunch. If a student has any specific needs, the student's case manager provides a list of accommodations and their frequency to each of the student's teachers. The student case manager also monitors the student through direct interaction and teacher provided input at regular intervals to determine if a student's needs are being met and if any adjustment is needed.

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

Strategy: After School Program

Minutes added to school year: 30,000

E2020 lab is open after school hours for students to remain on track or catch up to complete courses in a timely manner.

Strategy Rationale

By allowing students the flexibility of hours in which the computer lab is available students can learn at their own pace and around their personal schedules.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smith, Suzanne, suzanne.smith.1@palmbeachschools.org

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

Once students complete their courses they then become eligible for graduation, increase their GPA, or put themselves back on track to graduate with their cohort group.

2. Student Transition and Readiness

a. 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).

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

Over the course of the summer, incoming freshman students attend small group tours of the campus led by school staff. At the beginning of year incoming freshman are encouraged to attend the "Warrior Welcome," a function that allows both students and their parents to meet the school's administrative team as well as see what programs are available. Staff, Coaches, and members of clubs, sports, and activities are available for parents and students to ask questions and help decide which program best suits their needs. The school campus is open to provide those attending the ability to familiarize themselves with the layout of the school. In addition, incoming students and parents attend our "Freshmenology" an informative presentation to ease the transition scheduled on the school's curriculum night. Parents attend the seminar and then go on to meet the teachers, learn about the curriculum, and tour the campus.

In addition there is a program called "Jumpstart" which operates throughout the school year and is a group of students who reach out and help new students with their transition to Jupiter. Students are matched through interests to other students who share those same interests.

Jupiter High School Guidance Department hosts various workshops for students and parents to prepare them for college applications, financial aid, and college choice. For those graduating, the school has many college and career recruiters who come to the school to meet with any graduating seniors who are interested in knowing more about

the school programs. The school guidance department also hosts a college fair which hosted more than 80 college representatives and vendors.

These programs include, but are not limited to College 101 for College bound freshman and parents, a college fair open to all students and parents and financial aid night. Each of these programs welcome the participation of students and parents/guardians.

b. College and Career Readiness

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

Jupiter High School offers Industry Certifications preparing students for specific career advancement. We offer three Choice programs: AICE Environmental Science Academy, Engineering Academy, and Medical Health Academy. Jupiter High also offers Career Academies in Horticulture, Culinary, Medical, Army Junior R.O.T.C., Criminal Justice, and Information Technology. Jupiter High School also offers Career and Technical programs in Marketing, Building Construction, Work Experience, and Computer Science which provide multiple avenues for students to gain valuable curriculum and hands-on experience in preparation for future careers. Every year, students, parents, and teachers participate in a course selection process. Students meet one-on-one with a counselor to complete course selections. Final course selection will be sent home for parent's signature.

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

The school offers students elective courses in art, business, technology, and music. Many of these courses focus on job skills. In addition, the school offers students internships as part of the academy programs. Courses offered during the school day to increase college and career readiness are Math for College Readiness and English IV/college readiness.

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

Integrate reading standards across the curriculum.

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

PSAT is being offered to all grade 9 and grade 10 students. Students in grade 11 have an option to take the PSAT. PERT is administered in grades 9-12 as needed. Results are analyzed to increase student post-secondary readiness.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will foster post-graduate success.

- G2.** If we provide positive and supportive school climate, then we will increase the high school graduation rate.

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will foster post-graduate success. 1a

G083654

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
School Grade - Percentage of Points Earned	70.0
ELA/Reading Lowest 25% Gains	55.0
ELA/Reading Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Limited professional development opportunities for teachers in order to fully understand and properly teach the standards.
- Need more access to technology in the classroom and on campus.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Learning Communities for each department to meet 90 minutes per week.
- Maintain one lap-top cart for each department. Purchased chrome books and mobi-pads.
- Instituted a dedicated Testing Coordinator to efficiently and effectively schedule available computers to maximize availability for non-testers.

Plan to Monitor Progress Toward G1. 8

Evidence of student impact

Person Responsible

Colleen Iannitti

Schedule

Semiannually, from 8/15/2016 to 6/9/2017

Evidence of Completion

Student scores FSA, ACT, SAT, AP exams, AICE exams

G2. If we provide positive and supportive school climate, then we will increase the high school graduation rate. 1a

G083655

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	94.0
Attendance Below 90%	100.0
4-Year Grad Rate (At-Risk)	88.0
ESOL Endorsed	100.0

Targeted Barriers to Achieving the Goal 3

- We need to improve student attendance in core classes order for students to have increased exposure to the College Readiness Math and English curriculum.
- We need to fully understand and address the needs of ELL students and strengthen, coordinate, and support our multi-cultural department.

Resources Available to Help Reduce or Eliminate the Barriers 2

- To increase college readiness we will renew our current online SAT tutorial in cooperation with our community school. The tutorial will be utilized in all 11th and 12th grade English classes as well as in after school tutorials to provide students with an opportunity to gain practice and access to the SAT and ACT formats.
- To improve all of our students' vision of seeing themselves as college-bound, we will transition our senior English classes to the College Readiness for Reading courses. The will provide opportunities for our at-risk, FRL, Hispanic, African American, and ESE/ELL students to engage in college prep coursework while still in high school.
- To improve all of our students' vision of seeing themselves as college-bound, we will transition our senior Math students to the College Readiness for Math courses. The will provide opportunities for our at-risk, FRL, Hispanic, African American, and ESE/ELL students to engage in college prep coursework while still in high school.
- Using the BPIE report, we will target and support ESE students by opening up advanced courses to increase college and career readiness. Students will continue to receive accommodations during their coursework to ensure success and increased college and career readiness.
- to increase support to the ELL students we have added a bi-lingual Guidance Counselor dedicated to that population of students.
- AVID program implementation and training for staff

Plan to Monitor Progress Toward G2. 8

Individual student PERT, SAT, and ACT test scores

Person Responsible

Raymond Collum

Schedule

Quarterly, from 8/15/2016 to 6/9/2017

Evidence of Completion

EDW score reports and reports released by ACT, SAT, and the PBCSD

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. If we deliver effective and relevant instruction to meet the needs of all students, then we will foster post-graduate success. **1**

 G083654

G1.B1 Limited professional development opportunities for teachers in order to fully understand and properly teach the standards. **2**

 B222031

G1.B1.S1 PD for Marzano and grammar standards. **4**

 S234293

Strategy Rationale

Action Step 1 **5**

PD for all teachers during LTM in Marzano DQ2 & DQ3. Offer PD to Language Arts teachers during PLC's for grade 9 and 10 to address FSA tested grammar standards. Offer PD to Language Arts teachers for grades 11 and 12 to address ACT and SAT tested grammar standards.

Person Responsible

Coral Daversa

Schedule

Quarterly, from 8/15/2016 to 6/9/2017

Evidence of Completion

PLC meeting notes, LTM Agenda, and lesson plans.

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

Complete PD follow-up forms

Person Responsible

Colleen Iannitti

Schedule

Quarterly, from 8/15/2016 to 6/9/2017

Evidence of Completion

observations, walk-throughs, student samples

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

Professional Learning Component Implementation Form

Person Responsible

Colleen Iannitti

Schedule

Quarterly, from 8/15/2016 to 6/9/2017

Evidence of Completion

formal observations, student test scores for EOC, FSA, SAT tests

G1.B2 Need more access to technology in the classroom and on campus. 2

B222032

G1.B2.S1 Have more funding to acquire additional technology 4

S234294

Strategy Rationale

Action Step 1 5

Ask SAC and business partners for funds to purchase equipment

Person Responsible

Colleen Iannitti

Schedule

On 6/9/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Perform a needs assessment to determine if and when technology needs are met

Person Responsible

Colleen Iannitti

Schedule

Semiannually, from 8/15/2016 to 6/9/2017

Evidence of Completion

needs assessment evaluation

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor usage logs

Person Responsible

Colleen Iannitti

Schedule

On 6/9/2017

Evidence of Completion

usage logs

G2. If we provide positive and supportive school climate, then we will increase the high school graduation rate. 1

G083655

G2.B1 We need to improve student attendance in core classes order for students to have increased exposure to the College Readiness Math and English curriculum. 2

B222033

G2.B1.S1 We are implementing a mentor program targeting students to help monitor their attendance and academics as well as provide them with campus support throughout their senior and junior years. 4

S234295

Strategy Rationale

Action Step 1 5

Administration meets with each student targeted. The option of students to audit courses is presented to facilitate the students' ability to select courses that best fit.

Person Responsible

Colleen Iannitti

Schedule

Quarterly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Excel spreadsheet of students to be assigned a mentor.

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

Review mentor logs and student attendance reports.

Person Responsible

Colleen Iannitti

Schedule

Quarterly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Mentor logs and attendance reports

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

Student attendance and performance

Person Responsible

Colleen Iannitti

Schedule

Monthly, from 8/15/2016 to 6/9/2017

Evidence of Completion

EDW reports and individual student graduation status reports. Baseball card report to show participation. All relevant reports for advanced programs.

G2.B2 We need to fully understand and address the needs of ELL students and strengthen, coordinate, and support our multi-cultural department. 2

B222034

G2.B2.S1 Need to hire a bilingual Guidance Counselor to serve the specific needs of the ELL students. 4

S234296

Strategy Rationale

A growing number of the student population is ELL students and represent the achievement gap in the graduation rate.

Action Step 1 5

Hire a bilingual Guidance Counselor to serve the specific needs of the ELL students.

Person Responsible

Katie Chrissinger

Schedule

On 6/9/2017

Evidence of Completion

Employment contract

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

Collect updates regarding students served

Person Responsible

Katie Chrissinger

Schedule

Monthly, from 8/15/2016 to 6/9/2017

Evidence of Completion

student meeting logs

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

Pre-test and post-test on self-efficacy and sense of community among ELL students.

Person Responsible

Katie Chrissinger


Schedule

Quarterly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Review post-test self-assessments, grades reports, drop-out rates, and graduation rates.

G2.B2.S2 Implement AVID classes to target students in at-risk demographic 4

 S234297

Strategy Rationale

AVID program is designed and positioned to encourage, support and facilitate the student in all academic classes in order to to reach his or her fullest potential.

Action Step 1 5

Identify students who might benefit from the program.

Person Responsible

Amber Saunders

Schedule

Quarterly, from 8/15/2016 to 6/9/2017

Evidence of Completion

EDW reports, student schedules, and teacher and guidance counselor recommendation

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

PLC's for the AVID teachers

Person Responsible

Amber Saunders

Schedule

Quarterly, from 8/15/2016 to 6/9/2017

Evidence of Completion

student work

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Monitor student academic records. Continued training for teachers in AVID model.

Person Responsible

Amber Saunders

Schedule

Quarterly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Student test scores in academic classes and an increase in graduation rate among this student group.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M305825	Evidence of student impact	Iannitti, Colleen	8/15/2016	Student scores FSA, ACT, SAT, AP exams, AICE exams	6/9/2017 semiannually
G2.MA1 M305832	Individual student PERT, SAT, and ACT test scores	Collum, Raymond	8/15/2016	EDW score reports and reports released by ACT, SAT, and the PBCSD	6/9/2017 quarterly
G1.B1.S1.MA1 M305821	Professional Learning Component Implementation Form	Iannitti, Colleen	8/15/2016	formal observations, student test scores for EOC, FSA, SAT tests	6/9/2017 quarterly
G1.B1.S1.MA1 M305822	Complete PD follow-up forms	Iannitti, Colleen	8/15/2016	observations, walk-throughs, student samples	6/9/2017 quarterly
G1.B1.S1.A1 A301263	PD for all teachers during LTM in Marzano DQ2 & DQ3. Offer PD to Language Arts teachers during...	Daversa, Coral	8/15/2016	PLC meeting notes, LTM Agenda, and lesson plans.	6/9/2017 quarterly
G1.B2.S1.MA1 M305823	Monitor usage logs	Iannitti, Colleen	8/15/2016	usage logs	6/9/2017 one-time
G1.B2.S1.MA1 M305824	Perform a needs assessment to determine if and when technology needs are met	Iannitti, Colleen	8/15/2016	needs assessment evaluation	6/9/2017 semiannually
G1.B2.S1.A1 A301264	Ask SAC and business partners for funds to purchase equipment	Iannitti, Colleen	8/15/2016		6/9/2017 one-time
G2.B1.S1.MA1 M305826	Student attendance and performance	Iannitti, Colleen	8/15/2016	EDW reports and individual student graduation status reports. Baseball card report to show participation. All relevant reports for advanced programs.	6/9/2017 monthly
G2.B1.S1.MA1 M305827	Review mentor logs and student attendance reports.	Iannitti, Colleen	8/15/2016	Mentor logs and attendance reports	6/9/2017 quarterly
G2.B1.S1.A1 A301265	Administration meets with each student targeted. The option of students to audit courses is...	Iannitti, Colleen	8/15/2016	Excel spreadsheet of students to be assigned a mentor.	6/9/2017 quarterly
G2.B2.S1.MA1 M305828	Pre-test and post-test on self-efficacy and sense of community among ELL students.	Chrissinger, Katie	8/15/2016	Review post-test self-assessments, grades reports, drop-out rates, and graduation rates.	6/9/2017 quarterly
G2.B2.S1.MA1 M305829	Collect updates regarding students served	Chrissinger, Katie	8/15/2016	student meeting logs	6/9/2017 monthly
G2.B2.S1.A1 A301266	Hire a bilingual Guidance Counselor to serve the specific needs of the ELL students.	Chrissinger, Katie	7/1/2016	Employment contract	6/9/2017 one-time
G2.B2.S2.MA1 M305830	Monitor student academic records. Continued training for teachers in AVID model.	Saunders, Amber	8/15/2016	Student test scores in academic classes and an increase in graduation rate among this student group.	6/9/2017 quarterly
G2.B2.S2.MA1 M305831	PLC's for the AVID teachers	Saunders, Amber	8/15/2016	student work	6/9/2017 quarterly
G2.B2.S2.A1 A301267	Identify students who might benefit from the program.	Saunders, Amber	8/15/2016	EDW reports, student schedules, and teacher and guidance counselor recommendation	6/9/2017 quarterly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	PD for all teachers during LTM in Marzano DQ2 & DQ3. Offer PD to Language Arts teachers during PLC's for grade 9 and 10 to address FSA tested grammar standards. Offer PD to Language Arts teachers for grades 11 and 12 to address ACT and SAT tested grammar standards.	\$0.00
2	G1.B2.S1.A1	Ask SAC and business partners for funds to purchase equipment	\$0.00
3	G2.B1.S1.A1	Administration meets with each student targeted. The option of students to audit courses is presented to facilitate the students' ability to select courses that best fit.	\$0.00
4	G2.B2.S1.A1	Hire a bilingual Guidance Counselor to serve the specific needs of the ELL students.	\$0.00
5	G2.B2.S2.A1	Identify students who might benefit from the program.	\$0.00
Total:			\$0.00