



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Jupiter High School

500 MILITARY TRL

Jupiter, FL 33458

561-744-7900

www.edline.net/pages/jupiter_high_school

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 30%
Alternative/ESE Center No	Charter School No	Minority Rate 26%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 B
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Jupiter High School

Principal

Daniel Frank

School Advisory Council chair

Maria Ireland

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

Name	Title
Charmin Persson	Guidance Counselor
Ben Kenerson	ASD Teacher
Kent Heitman	Assistant Principal
David Runner	ASD Teacher
Janele Simmonds	Guidance Counselor
Kevin O'Sullivan	Police Officer
Suzanne Smith	Assistant Principal
Susan Diaz	Teacher on assignment
Robyn Savel-Gish	ESE Coordinator
Kimberly Mallia	School Psychologist
Shaun Hutton-Harris	DATA Counselor
Cindy Ferrara	Guidance Counselor
Dan Frank	Principal
Holly DeCabia	Guidance Counselor
Coral Daversa	Assistant Principal
Mike Crum	Assistant Principal
Tammy Deleonardo	Guidance Counselor
Bruce Wasserman	Guidance Counselor
Kelly Foss	Assistant Principal
Raymond Collum	Assistant Principal
Joe Lang	Crisis Intervention

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

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

Membership of the SAC

The School Advisory Council is a resource for the school, its teachers, its students, and its principal. Its function is to assist with the development of the School Improvement Plan that will serve as a framework for school improvement, to oversee and to implement systematic evaluation [1001.452 Florida Statute] The primary function of the School Advisory Council is to provide all of the stakeholders an opportunity to be active participant in the assessment of needs, development of priorities, and identification and use of resources based on an analysis of available school data.

Specific functions include the following:

- (1) To assist with the development of the school improvement plan and monitor implementation
- (2) To enlist, promote, support greater interaction between the school, parents, students, and community
- (3) To manage the disbursement of school improvement funds and other monies related to school improvement and to ensure that such expenditures are consistent with the School Improvement Plan
- (4) To collaborate with the school's instructional leadership team of department chairs & assistant principals when making decisions concerning educational practices within the school
- (5) To make decisions based on available data
- (6) To consult with persons or departments impacted by the School Improvement Plan
- (7) To assist in the preparation of the school's annual budget

Involvement of the SAC in the development of the SIP

The principal went over all of the data from the previous year and all new information for this coming year including new teachers. Once the SIP has been written it will be distributed to the SAC members at least three days in advance of our September meeting so each member has time to read over the plan. At the meeting the principal will go over the plan and address any questions SAC members have regarding the SIP. Administrators will also be in attendance to answers questions regarding their department's goals and how they plan to achieve their goals.

Activities of the SAC for the upcoming school year

This year SAC will be assisting with the SIP and plan to begin helping organizations fundraise to pay for any costs associated with the school's goals for student achievement.

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

School improvement funds will be used to fund programs including after-school tutorials and any materials to support student progress and achievement. No funds have been allocated to any programs or support materials because no funds were received.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

8

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Daniel Frank

Principal

Years as Administrator: 2

Years at Current School: 0

Credentials

B.S. Degree in Science; M.S. Degree in Educational Leadership from Nova Southeastern University

Performance Record

FY12 % meeting high standards in Reading - 70%; % meeting high standards in Math - 70%; % meeting high standards in Writing - 90%
 % meeting high standards in Science - 67%; % making learning gains in Reading - 76%; % making learning gains in Math - 76%; % of lowest 25% making learning gains in Reading - 77%; % of lowest 25% making learning gains in Math - 65%
 FY 11 % meeting high standards in Reading - 83%; % meeting high standards in Math - 86%; % meeting high standards in Writing - 95%; % meeting high standards in Science - 79%
 % making learning gains in Reading - 78%; % making learning gains in Math - 72%; % of lowest 25% learning gains in Reading - 73%; % of lowest 25% learning gains in Math - 74%; AYP was not met for all subgroups. White, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and SWD did not make AYP in mathematics.

Mark Mellone		
Asst Principal	Years as Administrator: 28	Years at Current School: 17
Credentials	BS- Education, Edinboro State College; MA in Educational Leadership, Nova Southeastern University Certification- Administration & Supervision	
Performance Record	Assistant Principal of (Adult Education at) JCHS in 1996-2013. 2012-2013 School Grade: Pending. 2011-2012: School Grade: A. Met AYP: Pending, Criteria Met: Pending. Reading Mastery: Pending, Mathematics Mastery: Pending. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) met AYP in reading: Pending. ED and Hispanic met AYP in mathematics: Pending. 2010-2011: School Grade: B, Met AYP: No, Criteria Met: 82%. Reading Mastery: 68%, Mathematics Mastery: 92%. White, Hispanic, Economically disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and Hispanic did not make AYP in mathematics. 2009-2010: School Grade: Pending, Met AYP: No, Criteria Met: 85%. Reading Mastery: 68%, Mathematics Mastery: 89%. White, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and SWD did not make AYP in mathematics. 2008-2009: School Grade: A, Met AYP: No, Criteria Met: 87%. Reading Mastery: 64%, Mathematics Mastery: 87%. Hispanic, ED, and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2007-2008: School Grade: A, Met AYP: No, Criteria Met: 90%. Reading Mastery: 62%, Mathematics Mastery: 86%. Hispanic, ED, and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2006-2007: School Grade: B, Met AYP: No, Criteria Met: 97%. Reading Mastery: 56%, Mathematics Mastery: 84%. SWD did not make AYP in reading. All subgroups made AYP in mathematics. 2005-2006: School Grade: A, Met AYP: Provisional, Criteria Met: 92%. Reading Mastery: 54%, Mathematics Mastery: 83%. ED and SWD did not make AYP in reading. SWD did not make AYP in mathematics.	

Raymond Collum		
Asst Principal	Years as Administrator: 7	Years at Current School: 0
Credentials	BS- Elementary Education, Loyola University. MA- Sports Administration, Florida State University. MS- Criminology, Florida State University. Education Specialist- Educational Leadership, Nova Southeastern University	
Performance Record	Assistant Principal at JCHS 2013. Principal at Renaissance Charter School at West Palm Beach. Assistant Principal at Carver middle School 2006-2012.	

Suzanne Smith

Asst Principal

Years as Administrator: 8

Years at Current School: 0

Credentials

BS and a MS in Education. Specialists degree in Education
 Certifications:
 Ed Leadership Elem Ed ESOL Mathematics School Principal ESE

Performance Record

Assistant Principal at A. W. Dreyfoos School of the Arts
 2012-2013
 Grade Pending Reading Mastery 94%, Math Mastery 95 %,
 Writing Mastery 99%, Making Learning Gains in Reading 79%,
 Making Learning
 Gains in Math 73%, Lowest 25% Making Learning Gains in
 Reading 93%, Lowest 25% Making Learning Gains in Math 43%
 Assistant Principal in 2010-11 2010-11 Grade Pending Reading
 Mastery: 89%
 Math Mastery: 96% Science Mastery: 82% AYP Criterion Met:
 100% 2009-2010: Grade: B, Reading Mastery: 64%, Math
 Mastery 68%, Science Mastery: 52%, Writing Mastery: 82% AYP
 82%2009-2008: Grade: B, Reading Mastery:61%, Math Mastery
 66%, Science Mastery 35%. AYP:% Okeeheelee Middle School:
 2008-2007: Grade: A ,
 Reading Mastery 64%, Math Mastery 66%, Science Mastery 43%,
 AYP: % Okeeheelee Middle School: 2007-2006: Grade B:
 Reading Mastery 60%, Math Mastery 57%, Science Mastery 34%
 AYP: %

Kent Heitman

Asst Principal

Years as Administrator: 24

Years at Current School: 10

Credentials

BA- English, State University of New York; MA Administration and Supervision, Nova Southeastern University Certification- Administration & Supervision, English 6-12, and Reading K-12

Performance Record

Assistant Principal of JCHS in 2003-2013. 2012-2013 School Grade: Pending. 2011-2012: School Grade: A. Met AYP: Pending, Criteria Met: Pending. Reading Mastery: Pending, Mathematics Mastery: Pending. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) met AYP in reading: Pending. ED and Hispanic met AYP in mathematics: Pending. 2010-2011: School Grade: B, Met AYP: No, Criteria Met: 82%. Reading Mastery: 68%, Mathematics Mastery: 92%. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and Hispanic did not make AYP in mathematics. 2009-2010: School Grade: Pending, Met AYP: No, Criteria Met: 85%. Reading Mastery: 68%, Mathematics Mastery: 89%. White, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and SWD did not make AYP in mathematics. 2008-2009: School Grade: A, Met AYP: No, Criteria Met: 87%. Reading Mastery: 64%, Mathematics Mastery: 87%. Hispanic, ED, and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2007-2008: School Grade: A, Met AYP: No, Criteria Met: 90%. Reading Mastery: 62%, Mathematics Mastery: 86%. Hispanic, ED, and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2006-2007: School Grade: B, Met AYP: No, Criteria Met: 97%. Reading Mastery: 56%, Mathematics Mastery: 84%. SWD did not make AYP in reading. All subgroups made AYP in mathematics. 2005-2006: School Grade: A, Met AYP: Provisional, Criteria Met: 92%. Reading Mastery: 54%, Mathematics Mastery: 83%. ED and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2004-2005: School Grade: A, Met AYP: Provisional, Criteria Met: 93%. Reading Mastery: 51%, Mathematics Mastery: 83%. ED and SWD did not make AYP in reading. All subgroups made AYP in mathematics.

Kelly Foss

Asst Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

BS-Education, Kent State University; MA Educational Leadership, Lynn University. Certification: Educational Leadership all grades, Elementary Education K-6 and Social Studies 6-12.

Performance Record

Assistant Principal at JCHS 2012-2013. 2012-2013 School Grade: Pending 2012-2013: Met AYP: Pending, Criteria Met: Pending. Reading Mastery: Pending, Mathematics Mastery: Pending. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) met AYP in reading: Pending. ED and Hispanic met AYP in mathematics: Pending. School Grade: A. Met AYP: Pending, Criteria Met: Pending. Reading Mastery: Pending, Mathematics Mastery: Pending. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) met AYP in reading: Pending. ED and Hispanic met AYP in mathematics: pending

Assistant Principal at Boca Raton Community High School. 2011-2012: School Grade: Pending. Met AYP: Pending, Criteria Met: Pending. Reading Mastery: Pending, Mathematics Mastery: Pending. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) met AYP in reading: Pending. ED and Hispanic met AYP in mathematics: Pending. 2010-2011: School Grade: A. Met AYP: No, Criteria Met: 90% Reading Mastery: 73%, Mathematics Mastery: 89%. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and Hispanic met AYP in mathematics. School Year 2009-2010: School Grade: A. Reading mastery 70%, Math Mastery: 88%, Science mastery: School Year 2008-2009: School Grade: A. Reading Mastery 69% mastery, Math Mastery 91%, Science Mastery 56%, AYP: 90%, Black, Economically Disadvantaged and Students with Disabilities did not make AYP in reading, Students with Disabilities did not make AYP in math. School Year 2007-2008: School Grade: A. All subgroups met all criteria for AYP. School Year 2006-2007: School Grade A, AYP: 77%, Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not meet the criteria in reading. Black and Students with Disabilities did not meet the criteria in math. 2005-2006 School Year: School Grade: A, AYP: 90%, Black and Economically Disadvantaged students did not meet the criteria in reading. Black students did not meet the criteria in math.

Coral Daversa		
Asst Principal	Years as Administrator: 4	Years at Current School: 8
Credentials	<p>Literature, Florida Atlantic University; MSEDucational Leadership, Florida Atlantic University Certification- Secondary English 6-12; Multicultural Education/ESOL; Educational Leadership; College Board Certified in Advanced Placement Language and Advanced Placement Literature</p>	
Performance Record	<p>Assistant Principal of JCHS in 2009-2013. 2012-2013 School Grade: Pending 2011-2012: Met AYP: Pending, Criteria Met: Pending. Reading Mastery: Pending, Mathematics Mastery: Pending. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) met AYP in reading: Pending. ED and Hispanic met AYP in mathematics: Pending. School Grade: A. Met AYP: Pending, Criteria Met: Pending. Reading Mastery: Pending, Mathematics Mastery: Pending. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) met AYP in reading: Pending. ED and Hispanic met AYP in mathematics: Pending. 2010-2011: School Grade: B, Met AYP: No, Criteria Met: 82%. Reading Mastery: 68%, Mathematics Mastery: 92%. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and Hispanic did not make AYP in mathematics. 2009-2010: School Grade: Pending, Met AYP: No, Criteria Met: 85%. Reading Mastery: 68%, Mathematics Mastery: 89%.</p>	

J. Mike Crum

Asst Principal

Years as Administrator: 11

Years at Current School: 8

Credentials

BS- Education, Oral Roberts University; MA in Educational Leadership, Nova Southeastern University Certification- Health Education, Physical Education K-12, Social Science, Middle Grades Endorsement, and School Principal

Performance Record

Assistant Principal of JCHS in 2005-2013. 2012-2013 School Grade: Pending. 2011-2012: School Grade: A. Met AYP: Pending, Criteria Met: Pending. Reading Mastery: Pending, Mathematics Mastery: Pending. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) met AYP in reading: Pending. ED and Hispanic met AYP in mathematics: Pending. 2010-2011: School Grade: B, Met AYP: No, Criteria Met: 82%. Reading Mastery: 68%, Mathematics Mastery: 92%. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and Hispanic did not make AYP in mathematics. 2009-2010: School Grade: Pending, Met AYP: No, Criteria Met: 85%. Reading Mastery: 68%, Mathematics Mastery: 89%. White, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and SWD did not make AYP in mathematics. 2008-2009: School Grade: A, Met AYP: No, Criteria Met: 87%. Reading Mastery: 64%, Mathematics Mastery: 87%. Hispanic, ED, and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2007-2008: School Grade: A, Met AYP: No, Criteria Met: 90%. Reading Mastery: 62%, Mathematics Mastery: 86%. Hispanic, ED, and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2006-2007: School Grade: B, Met AYP: No, Criteria Met: 97%. Reading Mastery: 56%, Mathematics Mastery: 84%. SWD did not make AYP in reading. All subgroups made AYP in mathematics. 2005-2006: School Grade: A, Met AYP: Provisional, Criteria Met: 92%. Reading Mastery: 54%, Mathematics Mastery: 83%. ED and SWD did not make AYP in reading. SWD did not make AYP in mathematics. Assistant Principal of Independence Middle School in 2004-2005. 2004-2005: School Grade: A, Met AYP: Yes, Criteria Met: 100%. Reading Mastery: 69% Mathematics Mastery: 78%.

Classroom Teachers

of classroom teachers

162

receiving effective rating or higher

162, 100%

Highly Qualified Teachers

94%

certified in-field

162, 100%

ESOL endorsed

38, 23%

reading endorsed

16, 10%

with advanced degrees

29, 18%

National Board Certified

12, 7%

first-year teachers

1, 1%

with 1-5 years of experience

9, 6%

with 6-14 years of experience

44, 27%

with 15 or more years of experience

108, 67%

Education Paraprofessionals**# of paraprofessionals**

11

Highly Qualified

11, 100%

Teacher Recruitment and Retention Strategies

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

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

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

Teacher Mentoring Program/Plan

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

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

Through common planning, mentoring pairs will be identified based on each teacher's pedagogy. New teachers will be paired with mentor level teachers. In addition, instructional rounds will be provided.

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

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

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

Through the tracking of all students' progress through standardized testing, students are placed into courses that will support their success. This includes intensive reading, math for college readiness, E2020, after-school tutoring programs, mentoring of at-risk students by staff members.

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

Principal: Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support RtI implementation; communicates with parents regarding school-based RtI plans and activities.

Assistant Principals: Monitor and mentor students assigned to them to identify needs. Communicate with parents, students and teachers to ensure follow through with support strategies. Exceptional Student Education (ESE)

Teachers: Participate in student data collection; integrate core instructional activities/materials into Tier 3 instruction; collaborate with general education teachers through such activities as co-teaching.

English Language Learner (ELL) Facilitator: Ensures proper identification, program placement, academic assessment, and programmatic assessment of ELL students; 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; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision-making activities.

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.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; helps identify systemic patterns of student need with respect to language skills.

Student Services and Guidance Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students; provide interventions; school social workers link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

Through parent-teacher conferences and workshops offered through the district parents are informed of the MTSS. Parents are informed prior to their student being referred to the SBT, this is done via phone, e-mail or in person. Professional development (PD) will be provided during teachers' preschool planning time, and small sessions will occur throughout the year. Two PD sessions entitled "Rtl: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/Rtl" and "Rtl: Challenges to Implementation of data based decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October. The Rtl team will also evaluate additional staff PD needs during the weekly Rtl Leadership Team meetings.

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

Attendance records and discipline referrals are used to monitor student engagement, and diagnostic testing is used to monitor academic progress of students throughout the year. Attendance and behavior contracts as well as mentoring logs are kept to monitor individual students who in addition are struggling academically.

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

Providing the allowance for adequate meeting time. Providing access to evidence based interventions, community resources, and professional development opportunities to team members. Ensure participation from administration. Through open communication during the problem-solving, intervention and evaluation stage parents are kept informed of their student's progress and parents are also encouraged to attend all meetings regarding their student

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year:

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

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

There is a teacher or administrator assigned to the computer lab while it is open.

Strategy: Summer Program

Minutes added to school year:

Algebra boot camp held during the summer for students who were not successful on their Algebra I EOC in the spring.

Strategy Purpose(s)

""

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

Once the tests are graded the students are then entered into the data with other successful EOC test takers.

Who is responsible for monitoring implementation of this strategy?

Teachers from JCHS are employed to teach and monitor the progress of JCHS students in the summer boot camp.

Literacy Leadership Team (LLT)

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

Name	Title
Dan Frank	Principal
Kelly Foss	Assistant Principal
Coral Daversa	Assistant Principal
J. Mike Crum	Assistant Principal
Raymond Collum	Assistant Principal
Kent Heitman	Assistant Principal
Suzanne Smith	Assistant Principal
Laura Crow	Reading Teacher
Robert Hagenbuch	Reading Teacher
Cheryl Hires	Reading Teacher
Laurie Marshall	Reading Teacher
Diann Spencer	Reading Teacher
Ericka Muncy	Reading Teacher

How the school-based LLT functions

The team meets on a monthly basis, or more often if needed, to set school literacy goals, identify department and school wide strategies and activities, and monitor progress of student groups in meeting the goals. In addition, members of the LLT serve as key communicators to the faculty and school community regarding reading needs and successes.

Major initiatives of the LLT

The LLT will provide support and monitor progress toward the implementation of Common Core Standards, reading goals set for all groups of students: total school, lowest 25%, and percent at Levels 3,4, and 5.

Every Teacher Contributes to Reading Instruction

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

Through collegiality and cross-curricular lessons, reading comprehension and retention by each student will improve. This includes, but is not limited to having the students explain the instructions for a lesson at the beginning of the lesson and using follow-up questions to ensure that the students understand and can explain what they have read.

College and Career Readiness

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

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

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. A daily focus of the school is for teachers and students to ask each other, "Why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

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

Many elective courses the school offers, such as art, business, technology, and music, focus on job skills and offer students internships. In addition, the Academies offer multiple avenues for students. Every year, after FCAT testing, students, parents, and teachers participate in a course selection process that exposes them to next year's curriculum, informing them of course offerings. After the course selection process, students will meet one-on-one with a counselor to decide what classes will be taken. Parents will be invited to these meetings, and final course selection will be sent home for parent's signature.

Strategies for improving student readiness for the public postsecondary level

Jupiter Community High School's percentages of graduates who completed a college prep curriculum, enrolled in an Algebra I course before ninth grade, completed at least one Level 3 high school math course(s), completed at least one Dual Enrollment (DE) math course, completed at least one Level 3 high school science course(s), and completed at least one DE science course were all above the district averages, and most are also above state averages. In addition, Jupiter Community High School's percentage of graduates who took the SAT/ACT/CPT and scored at or above college-level cut scores was higher than both district and state averages.

To expand the number of students completing upper level courses before graduation, administration, Guidance Counselors, and/or Faculty members will also encourage students to take Advanced Placement (AP), AICE or Dual Enrollment classes by having more teachers discuss information on these courses, by using AP Potential Report results to recruit students and by having students meet with their guidance counselor regarding their post secondary plans. Parents of students identified using the AP Potential report will be contacted by an administrator or counselor to involve them in recruiting students for AP classes. Discussions will include sharing information and requirements to become eligible for Florida's Bright Futures Scholarship. In addition, advanced programs teachers will offer a night in the spring for potential students to register for

advanced program classes for 2012-2013.

To expand the options for students to take rigorous, college level coursework, JHS has implemented the Cambridge International Diploma Program this year. Students will be able to complete the program, graduating with the Cambridge International Diploma, or take individual AICE courses. Students who graduate with a Cambridge Diploma will be eligible to be awarded 100% Bright Futures scholarship by the State of Florida.

During department meetings, teachers will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary. All seniors not demonstrating college readiness will be enrolled in College Readiness for reading, writing and math as seniors. Additionally, students have access to the official SAT online course; extensive lab use of this resource will combine to be in use throughout the year.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	77%	No	81%
American Indian				
Asian	95%	83%	No	96%
Black/African American	38%	37%	No	44%
Hispanic	70%	64%	No	73%
White	82%	82%	Yes	84%
English language learners	29%	20%	No	36%
Students with disabilities	45%	32%	No	51%
Economically disadvantaged	58%	60%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	433	27%	30%
Students scoring at or above Achievement Level 4	692	42%	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		80%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	997	78%	82%
Students in lowest 25% making learning gains (FCAT 2.0)	228	78%	82%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	15	29%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		30%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	543	68%	79%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	579	86%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	72%	Yes	52%
American Indian				
Asian				
Black/African American	38%	47%	Yes	45%
Hispanic	45%	63%	Yes	51%
White	48%	76%	Yes	54%
English language learners				
Students with disabilities	39%	39%	Yes	45%
Economically disadvantaged	41%	64%	Yes	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		20%
Students scoring at or above Level 7	[data excluded for privacy reasons]		80%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	764	83%	86%
Students in lowest 25% making learning gains (EOC)	68	64%	67%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	521	66%	69%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	210	38%	45%
Students scoring at or above Achievement Level 4	171	31%	38%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	135	30%	32%
Students scoring at or above Achievement Level 4	207	47%	48%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	232	34%	37%
Students scoring at or above Achievement Level 4	292	43%	47%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	110		150
Participation in STEM-related experiences provided for students	500	18%	25%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	430	16%	20%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		99%	100%
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1328	50%	60%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	1078	78%	85%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		99%	100%
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	43	3%	6%
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	32	1%	0%
Students in ninth grade with one or more absences within the first 20 days	37	5%	0%
Students in ninth grade who fail two or more courses in any subject	125	19%	0%
Students with grade point average less than 2.0	258	9%	0%
Students who fail to progress on-time to tenth grade	40	6%	0%
Students who receive two or more behavior referrals	253	9%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	111	4%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	39	1%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	683	86%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	36	62%	100%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	630	88%	100%

Area 9: Parent Involvement

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

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Double the percentage of parent volunteers from 14% to 20%	372	14%	20%

Area 10: Additional Targets

Additional targets for the school

Jupiter High School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), 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

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
10-12th Grades - History of Holocaust	2075	100%	100%
10-12th Grades - History of Africans and African-Americans	2075	100%	100%
10-12th Grades - Hispanic Contributions	2075	100%	100%
10-12th Grades - Women's Contributions	2075	100%	100%
10-12th Grades - Sacrifices of Veterans	2075	100%	100%

Goals Summary

- G1.** Increase College Readiness
- G2.** Reduce absences and tardiness
- G3.** Improve the graduation rate for our at-risk students

Goals Detail

G1. Increase College Readiness

Targets Supported

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

Resources Available to Support the Goal

- 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.
- In cooperation with the PBCSD and the College Board, we will be implementing a school-day SAT in February free of charge for all juniors.

Targeted Barriers to Achieving the Goal

- We need to improve student attendance in order for students to have increased exposure to the College Readiness Math and English curriculum.

Plan to Monitor Progress Toward the Goal

Individual student PERT, SAT, and ACT test scores

Person or Persons Responsible

English & Math teachers, Guidance Counselors, Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

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

G2. Reduce absences and tardiness

Targets Supported

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

Resources Available to Support the Goal

- To reduce absences and tardies, we have implemented a single school culture, including a focus on the Warrior Four
- We will utilize five day and ten day letters to communicate accurate student attendance records to parents
- We will utilize the newly released Student Registration forms to update student records with correct contact information so that parents will be notified of their child's attendance.

Targeted Barriers to Achieving the Goal

- We need to improve student attendance in order for students to have increased instructional time.

Plan to Monitor Progress Toward the Goal

Individual student attendance records

Person or Persons Responsible

Guidance Counselors, Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance reports

G3. Improve the graduation rate for our at-risk students

Targets Supported

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

Resources Available to Support the Goal

- To reduce absences and tardies, we have implemented a single school culture, including a focus on the Warrior Four
- We will utilize five day and ten day letters to communicate accurate student attendance records to parents
- We will utilize the newly released Student Registration forms to update student records with correct contact information so that parents will be more quickly and efficiently notified of their child's progress.
- We will implement differentiated instructional strategies in the classroom in increase student involvement and classroom performance.
- After school tutorials to assist students with classwork and prepare them for state standardized tests required for graduation (FCAT).

Targeted Barriers to Achieving the Goal

- We need to improve student attendance in order for students to have increased instructional time.
- Limited parental involvement

Plan to Monitor Progress Toward the Goal

Individual student attendance records

Person or Persons Responsible

Guidance Counselors, Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase College Readiness

G1.B1 We need to improve student attendance in order for students to have increased exposure to the College Readiness Math and English curriculum.

G1.B1.S1 We are implementing a mentor program for our at-risk students to help monitor their attendance and academics as well as provide them with campus support throughout their senior and junior years.

Action Step 1

Compile a list of at risk 11th and 12th grade students nominated by their administrators and guidance counselors.

Person or Persons Responsible

Mrs. Daversa, Assistant Principal

Target Dates or Schedule

September 2-13th.

Evidence of Completion

Excel spreadsheet of students to be assigned a mentor.

Facilitator:

Mrs. Daversa, Assistant Principal

Participants:

Administrators, guidance counselors, selected teachers

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

Review teacher mentor logs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher mentor logs

Plan to Monitor Effectiveness of G1.B1.S1

Student attendance and performance

Person or Persons Responsible

Administrators, mentors, guidance counselors

Target Dates or Schedule

quarterly

Evidence of Completion

EDW reports and individual student graduation status reports

G2. Reduce absences and tardiness

G2.B1 We need to improve student attendance in order for students to have increased instructional time.

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

Action Step 1

Compile a list of at risk 11th and 12th grade students nominated by their administrators and guidance counselors.

Person or Persons Responsible

Mrs. Daversa, Assistant Principal

Target Dates or Schedule

September 2-13th.

Evidence of Completion

Excel spreadsheet of students to be assigned a mentor.

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

Review teacher mentor logs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher mentor logs

Plan to Monitor Effectiveness of G2.B1.S1

Student attendance and performance

Person or Persons Responsible

Administrators, mentors, guidance counselors

Target Dates or Schedule

quarterly

Evidence of Completion

EDW reports and individual student graduation status reports

G3. Improve the graduation rate for our at-risk students

G3.B1 We need to improve student attendance in order for students to have increased instructional time.

G3.B1.S1 We are implementing a mentor program for our at-risk students to help monitor their attendance and academics as well as provide them with campus support throughout their senior and junior years.

Action Step 1

Compile a list of at risk 11th and 12th grade students nominated by their administrators and guidance counselors.

Person or Persons Responsible

Mrs. Daversa, Assistant Principal

Target Dates or Schedule

September 2-13th.

Evidence of Completion

Excel spreadsheet of students to be assigned a mentor.

Facilitator:

Mrs. Daversa, Assistant Principal

Participants:

Administrators, guidance counselors and selected teachers.

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

Review teacher mentor logs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher mentor logs

Plan to Monitor Effectiveness of G3.B1.S1

Student attendance and performance

Person or Persons Responsible

Administrators, mentors, guidance counselors

Target Dates or Schedule

quarterly

Evidence of Completion

EDW reports and individual student graduation status reports

G3.B2 Limited parental involvement

G3.B2.S1 Utilize after school parent staffings/conference to increase communication between parents and teachers.

Action Step 1

Contact parents and set up parent conferences.

Person or Persons Responsible

Counselors and administrators.

Target Dates or Schedule

Weekly on Thursdays

Evidence of Completion

Staffing reports and conference notes

Facilitator:

Counselors and administrators.

Participants:

Counselors, administrators and teachers.

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

Grades and attendance

Person or Persons Responsible

Administrators, teachers, mentors, and counselors

Target Dates or Schedule

quarterly

Evidence of Completion

Student individual graduation status reports, at risk EDW reports

Plan to Monitor Effectiveness of G3.B2.S1

Student graduation status as indicated on the A14

Person or Persons Responsible

Administrators and counselors

Target Dates or Schedule

quarterly

Evidence of Completion

Individual graduation status reports, EDW at risk reports

Coordination and Integration

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

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

Our school is integrating a Single School Culture through the implementation of the Warrior Four. The Warrior Four are rules regarding cell phones, absences/ tardiness, dress code and leaving early or arriving late. Through attendance records and referrals the faculty and staff can be kept up to date on the effectiveness of this plan at our Learning Team Meetings.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase College Readiness

G1.B1 We need to improve student attendance in order for students to have increased exposure to the College Readiness Math and English curriculum.

G1.B1.S1 We are implementing a mentor program for our at-risk students to help monitor their attendance and academics as well as provide them with campus support throughout their senior and junior years.

PD Opportunity 1

Compile a list of at risk 11th and 12th grade students nominated by their administrators and guidance counselors.

Facilitator

Mrs. Daversa, Assistant Principal

Participants

Administrators, guidance counselors, selected teachers

Target Dates or Schedule

September 2-13th.

Evidence of Completion

Excel spreadsheet of students to be assigned a mentor.

G3. Improve the graduation rate for our at-risk students

G3.B1 We need to improve student attendance in order for students to have increased instructional time.

G3.B1.S1 We are implementing a mentor program for our at-risk students to help monitor their attendance and academics as well as provide them with campus support throughout their senior and junior years.

PD Opportunity 1

Compile a list of at risk 11th and 12th grade students nominated by their administrators and guidance counselors.

Facilitator

Mrs. Daversa, Assistant Principal

Participants

Administrators, guidance counselors and selected teachers.

Target Dates or Schedule

September 2-13th.

Evidence of Completion

Excel spreadsheet of students to be assigned a mentor.

G3.B2 Limited parental involvement

G3.B2.S1 Utilize after school parent staffings/conference to increase communication between parents and teachers.

PD Opportunity 1

Contact parents and set up parent conferences.

Facilitator

Counselors and administrators.

Participants

Counselors, administrators and teachers.

Target Dates or Schedule

Weekly on Thursdays

Evidence of Completion

Staffing reports and conference notes

Appendix 2: Budget to Support School Improvement Goals