

The School District of Palm Beach County

Jupiter High School



2015-16 School Improvement Plan

Jupiter High School

500 MILITARY TRL, Jupiter, FL 33458

www.edline.net/pages/jupiter_high_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	30%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	29%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary 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 11/17/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide a safe, educationally enriching environment that produces responsible citizens who are thinking, literate, self-motivated, and career directed.

Provide the school's vision statement

To promote the literacy of each student by providing the means for an educationally enriched environment.

School Environment

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

An example includes, American Government teaches about the changing demographics in the American political landscape. Teachers stress the role that Hispanics like Marco Rubio are playing in shaping public policy and influencing the outcome of elections across the country.

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 on quickly and followed through with. Teachers and staff offer not only respect but also a caring persona toward students throughout the school day.

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. In this we established 5 specific areas in which we want the students to be aware of and work to continually improve on. These being... Character, Tardiness, Cell phone use, Dress code and Sign in/ Sign out procedures. The administrative team visited 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 behavior. Continued improvement ensures a school culture that is conducive to learning. Multi-cultural diversity is celebrated through our "Jumpstarter" 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.

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 crisis intervention teacher, a 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.

Early Warning Systems

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

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

Attendance is tracked every 9 weeks. Those 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 a n intensive reading double block for level 1 and offered free tutoring for all subjects.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	26	16	27	38	107
One or more suspensions	29	34	38	29	130
Course failure in ELA or Math	91	82	69	34	276
Level 1 on statewide assessment	202	172	170	118	662

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	41	27	24	15	107

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

Mentor is assigned
 Credit recovery options
 daily/weekly monitoring as needed

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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.

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.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Frank, Daniel	Principal
Daversa, Coral	Assistant Principal
Foss, Kelly	Assistant Principal
Collum, Raymond	Assistant Principal
Smith, Suzanne	Assistant Principal
Crum, James	Assistant Principal
Ireland, Crisi	Teacher, K-12
Saunders, Amber	Dean
Lang, Joseph	Dean
Diaz, Susan	Dean
Chrissinger, Katie	Assistant Principal
Hires, Cheryl	Teacher, K-12
Bradley, Jennifer	Other
Lopez, Isora	Other

Duties

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 a common vision. 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). Each assistant principal is assigned to lead a department as the instructional leader, leading with a common vision.

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.

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

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.

Our school is integrating a Single School Culture through the implementation of the Warrior Five. The Warrior Four are rules regarding cell phones, absences/ tardiness, dress code, leaving early or arriving late, and character. 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dan Frank	Principal
Carly Littles	Teacher
Candy Yeager	Parent
Theresa Jackson	Parent
Phyllis Dennis	Teacher
Julia Mastromarino	Teacher
Patti Prezleski	Teacher
Amanda White	Student
Sandra Fleming	Parent
Michael Fleming	Teacher
Karen Marchetto	Teacher
Jennifer Peeples	Parent
Tasha Desiderio	Student
Bridget Mahoney	Student
Brandi Michael	Student
Kate Moretto	Parent
Kayla Peterson	Student
Debbie Tassone	Parent
Avery Watts	Student
Melissa Woods	Parent
Sherman Steele	Teacher
Maria (Crisi) Ireland	Teacher

Duties

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

Evaluation of last year's school improvement plan

The principal along with the school leadership team analyzes the data from the previous year and compares the desired percentages to the actual percentages. Using the previous year's school improvement plan the leadership team decides what was successful and what needs improvement and sets new goals and a new plan to improve on our three school-wide areas of improvement. In addition, through the use of common planning, each subject area is able to come together to analyze their previous year's data to discuss a plan for improvement in their specific subject areas.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

The school advisory council reviews the budget on a monthly basis and plans for funds accordingly. Until funds are available the school advisory council prioritizes the school's needs and calculates a projected budget. Once funds become available the school advisory council then votes on expenditure of the funds.

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. No funds have been allocated to any programs or support materials because no funds were received.

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

No

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

Encourage members of the support staff and community members to join the school advisory council.

Literacy Leadership Team (LLT)

Membership:

Name	Title
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

Duties

Describe how the LLT promotes literacy within the school

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 percent at Levels 3,4, and 5.

Public and Collaborative Teaching

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

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

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.

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

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.

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Through district and state provided workshops as well as the use of common planning teachers in each subject area are given time during each school day and during professional development days to discuss and plan. During this common planning district provided scope and sequence and the sharing of best practices are utilized.

Instructional Strategies

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

During faculty meetings the faculty is presented with and discusses school-wide and subject specific data. In addition, the faculty utilizes cross-curricular and subject specific best practices. At the start of the year the faculty is provided with the data for each of their students in all areas tested. This data contains special needs, English language learners, and free and reduced lunch students. In addition, in which areas students are categorized if members of these classifications.

At the start of the year, if a student has any specific needs, the student's case worker provides a list of accommodations and their frequency to each of the student's teachers. Said case worker also monitors the student through direct interaction and teacher provided input at regular intervals to decide if a student's needs are being met and if any adjustment is needed.

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.

Student Transition and Readiness

PreK-12 Transition

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

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

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. The school is open to provide those attending the ability to familiarize themselves with the layout of the school. This is in addition to the school's curriculum night in which all the programs available at the school are available for parents and students to ask questions and help decide which program best suits their needs.

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. Prior to the start of the annual open house JHS hosts a "freshmanology" seminar for all incoming freshman and their parents.

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 program. The school guidance department also hosts events to prepare both parents and students for the transition to college; such as a financial aid seminar and college application help sessions.

College and Career Readiness

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

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.

In addition a guidance counselor has been added to allow for a dedicated counseling position for college readiness. This position allows for coordination programs for interested students by level (freshman, sophomore, junior, senior) and according to interest. These programs include, but are not limited to, a college fair, financial aid night, freshman program informational session. Each of these programs welcome the participation of students and parents/guardians.

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. 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.

The school pays for registration fees for ACT (seniors only), Shmoop, SAT/ACT tutoring. Courses offered during the school day in increase college and career readiness are math for college readiness and English IV/college readiness.

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

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 2016-2017.

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.

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

Outgoing cohorts are invited to attend a series of workshops offered through our guidance department called "College 101" which covers how to apply to colleges and what incoming college freshman should know before they get to campus. The guidance department also offers financial aid workshops to assist students with making sure their financial aid applications are complete and turned in on time. Throughout the year guidance distributes a bulletin with scholarship notifications and offers assistance with every aspect from how to send a transcript to what questions to ask of a recruiter.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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.

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.

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 provide the opportunity for all students, including ESE students, to attempt advanced coursework, then we can increase the college readiness for students.
- G2.** If we establish and increase the maintenance of the absence and tardy policy (uniform expectations), then we will impact instructional time which will increase student performance.
- G3.** If we continue to monitor and support students with two or more indicators, then we will improve the graduation rate for our at-risk students

Strategic Goals Detail

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

G1. If we provide the opportunity for all students, including ESE students, to attempt advanced coursework, then we can increase the college readiness for students. **1a**

G075076

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	92.0
Teachers with advanced degrees	72.0
FAA Mathematics Achievement	100.0
FAA Reading Proficiency	100.0

Resources Available to Support the Goal **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.
- 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.
- 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.

Targeted Barriers to Achieving the Goal **3**

- 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 G1. **8**

Individual student PERT, SAT, and ACT test scores

Person Responsible

Raymond Collum

Schedule

Quarterly, from 8/29/2014 to 5/29/2015

Evidence of Completion

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

G2. If we establish and increase the maintenance of the absence and tardy policy (uniform expectations), then we will impact instructional time which will increase student performance. 1a

G075077

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0
2+ Behavior Referrals	10.0

Resources Available to Support the Goal 2

- To reduce absences and tardies, we have implemented a single school culture, including a focus on the Warrior Five
- 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 3

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

Plan to Monitor Progress Toward G2. 8

Individual student attendance records

Person Responsible

Joseph Lang

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Attendance reports

G3. If we continue to monitor and support students with two or more indicators, then we will improve the graduation rate for our at-risk students **1a**

G075078

Targets Supported **1b**

Indicator	Annual Target
Highly Qualified Teachers	100.0
College Readiness Mathematics	85.0
Dropout Rate	0.5

Resources Available to Support the Goal **2**

- 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 **3**

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

Plan to Monitor Progress Toward G3. **8**

Individual student attendance records

Person Responsible

Coral Daversa

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Attendance reports

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 provide the opportunity for all students, including ESE students, to attempt advanced coursework, then we can increase the college readiness for students. **1**

 G075076

G1.B1 We need to improve student attendance in order for students to have increased exposure to the College Readiness Math and English curriculum. **2**

 B196045

G1.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

 S207751

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

Coral Daversa

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Excel spreadsheet of students to be assigned a mentor.

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

Review teacher mentor logs

Person Responsible

Coral Daversa

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Teacher mentor logs

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

Student attendance and performance

Person Responsible

Daniel Frank

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

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

G2. If we establish and increase the maintenance of the absence and tardy policy (uniform expectations), then we will impact instructional time which will increase student performance. 1

G075077

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

2

B196048

G2.B1.S1 When students are tardy at least five times they will be placed on an attendance contract that will directly affect their privilege of parking on campus. 4

S207752

Strategy Rationale

Action Step 1 5

Teachers contact parents after the third consecutive absence and alert administration to said contact. If the student is being dropped off at school, but is not going to class a staff member will be assigned to meet with parent at drop off and ensure student attends class.

Person Responsible

Coral Daversa

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Excel spreadsheet of students to be assigned a mentor.

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

Review teacher mentor logs

Person Responsible

Coral Daversa

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Teacher mentor logs

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

Student attendance and performance

Person Responsible

Coral Daversa

Schedule

Monthly, from 9/1/2015 to 9/1/2015

Evidence of Completion

EDW reports and individual student graduation status reports

G3. If we continue to monitor and support students with two or more indicators, then we will improve the graduation rate for our at-risk students 1

 G075078

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

2

 B196050

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. 4

 S207753

Strategy Rationale

Action Step 1 5

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

Person Responsible

Coral Daversa

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Excel spreadsheet of students to be assigned a mentor.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Review teacher mentor logs

Person Responsible

Coral Daversa

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Teacher mentor logs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student attendance and performance

Person Responsible

Daniel Frank

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

EDW reports and individual student graduation status reports

G3.B2 Limited parental involvement 2

B196051

G3.B2.S1 Utilize after school parent staffings/conference to increase communication between parents and teachers. 4

S207754

Strategy Rationale

Action Step 1 5

Contact parents and set up parent conferences.

Person Responsible

Coral Daversa

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Staffing reports and conference notes

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Grades and attendance

Person Responsible

Daniel Frank

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Student individual graduation status reports, at risk EDW reports

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Student graduation status as indicated on the A14

Person Responsible

Daniel Frank

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Individual graduation status reports, EDW at risk reports

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.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.	Daversa, Coral	9/1/2015	Excel spreadsheet of students to be assigned a mentor.	5/31/2016 quarterly
G2.B1.S1.A1	Teachers contact parents after the third consecutive absence and alert administration to said contact. If the student is being dropped off at school, but is not going to class a staff member will be assigned to meet with parent at drop off and ensure student attends class.	Daversa, Coral	9/1/2015	Excel spreadsheet of students to be assigned a mentor.	5/31/2016 quarterly
G3.B1.S1.A1	Compile a list of at risk 11th and 12th grade students nominated by their administrators and guidance counselors.	Daversa, Coral	9/1/2015	Excel spreadsheet of students to be assigned a mentor.	5/31/2016 weekly
G3.B2.S1.A1	Contact parents and set up parent conferences.	Daversa, Coral	9/1/2014	Staffing reports and conference notes	5/29/2015 weekly
G1.MA1	Individual student PERT, SAT, and ACT test scores	Collum, Raymond	8/29/2014	EDW score reports and reports released by ACT, SAT, and the PBCSD	5/29/2015 quarterly
G1.B1.S1.MA1	Student attendance and performance	Frank, Daniel	9/1/2014	EDW reports and individual student graduation status reports. Baseball card report to show participation. All relevant reports for advanced programs.	5/29/2015 monthly
G1.B1.S1.MA1	Review teacher mentor logs	Daversa, Coral	9/1/2015	Teacher mentor logs	5/31/2016 quarterly
G2.MA1	Individual student attendance records	Lang, Joseph	9/1/2015	Attendance reports	5/31/2016 monthly
G2.B1.S1.MA1	Student attendance and performance	Daversa, Coral	9/1/2015	EDW reports and individual student graduation status reports	9/1/2015 monthly
G2.B1.S1.MA1	Review teacher mentor logs	Daversa, Coral	9/1/2015	Teacher mentor logs	5/31/2016 quarterly
G3.MA1	Individual student attendance records	Daversa, Coral	9/1/2015	Attendance reports	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	Student attendance and performance	Frank, Daniel	9/1/2015	EDW reports and individual student graduation status reports	5/31/2016 monthly
G3.B1.S1.MA1	Review teacher mentor logs	Daversa, Coral	9/1/2015	Teacher mentor logs	5/31/2016 quarterly
G3.B2.S1.MA1	Student graduation status as indicated on the A14	Frank, Daniel	9/1/2014	Individual graduation status reports, EDW at risk reports	5/29/2015 quarterly
G3.B2.S1.MA1	Grades and attendance	Frank, Daniel	9/1/2014	Student individual graduation status reports, at risk EDW reports	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we provide the opportunity for all students, including ESE students, to attempt advanced coursework, then we can increase the college readiness for students.

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 targeting 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

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.

Facilitator

Mrs. Daversa, Assistant Principal

Participants

Administrators, guidance counselors, selected teachers

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

G3. If we continue to monitor and support students with two or more indicators, then we will 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.

Schedule

Weekly, from 9/1/2015 to 5/31/2016

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.

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Technical Assistance Items

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

Budget

Budget Data			
1	G1.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
2	G2.B1.S1.A1	Teachers contact parents after the third consecutive absence and alert administration to said contact. If the student is being dropped off at school, but is not going to class a staff member will be assigned to meet with parent at drop off and ensure student attends class.	\$0.00
3	G3.B1.S1.A1	Compile a list of at risk 11th and 12th grade students nominated by their administrators and guidance counselors.	\$0.00
4	G3.B2.S1.A1	Contact parents and set up parent conferences.	\$0.00
			Total: \$0.00