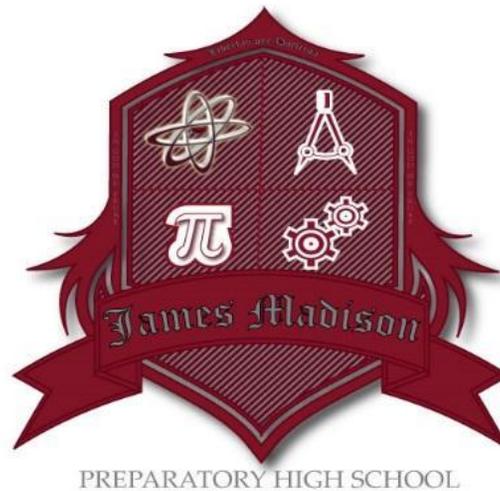


James Madison Preparatory High School 2017-18



WORKING DRAFT

SIP-1

School Improvement Plan (SIP)

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Purpose

The purpose of this document is to guide the school improvement problem-solving and planning process throughout the year and coordinate strategies and resources that will lead to increased student achievement at the school. The completed school improvement plan may also serve as the Title I Schoolwide Plan, as the SIP is embedded with all required components of a schoolwide program, as set forth in the No Child Left Behind (NCLB) Act of 2001, Public Law No. 107-110, Section 1114(b)(1), codified at 20 U.S.C. § 6314(b).

Instructions

Initial Submission

This document is to be completed and submitted online on the school website and a physical copy will be kept in the administrative offices. The finished document will be posted at <http://www.jmphs.org/> prior to the start of the school year, allowing notice of at least 30 days. The document will then be considered at a JMPHS School Board meeting and voted into being an official document.

Mid-Year Reflection

While there is a deadline each school year by which the school improvement plan must be completed, it is for archival/research purposes only. The SIP is intended to be a “living” document, allowing schools to continually problem-solve how best to reach their goals and adjust strategies and resources as necessary. To encourage these ongoing discussions, the template includes a mid-year reflection to be completed within 30 days of the release of mid-year assessment data.

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Part I: Current School Status

A. School Information

1. *School-Level Information*

- School – James Madison Preparatory High School
- Principal's name – Scot Bunch
- School Advisory Council chair's name – James Johnson (Assistant Principal)

2. *District-Level Information*

- District – Madison, FL
- Superintendent's name – Dr. Karen Pickles
- Date of school board approval of SIP – 11/15/17

B. 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).

1. *Describe the involvement of the SAC in the development of this school improvement plan.*
 - At the completion of each draft of the plan the SAC will review the plan and give advice, monitor progress, and bestow a final approval at the completion of the plan.
2. *Describe the activities of the SAC for the upcoming school year.*
 - Every month the SAC will meet to discuss the plan as it is being drafted
 - In their meetings the SAC will review the progress of the SIP and will generate any questions they may have in their areas of concern
 - The SAC will also generate questions and help provide counsel to the school
3. *Describe the projected use of school improvement funds and include the amount allocated to each project.*
 - Currently we are in the process of writing grants but have no active school improvement funds to contribute to any projects.
4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below.
 - Yes, we are in compliance.
 - No, we are not in compliance.

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5. If no, describe the measures being taken to comply with SAC requirements.

- In the 5 years JMPHS has been serving students we have had 3 different administrations. During this year the current administration has become aware of this requirement and are working to create the SAC and get it functioning.
- The JMPHS administration is also studying over the state requirements and understanding that, while JMPHS is not required to have a SAC since we are a charter school, we want to meet the requirements to be above board in these matters.
- While JMPHS falls under the umbrella of the District of Madison and this district has a SAC, we wish to have our own SAC so that we ensure our school matters are taken care of properly.

C. Highly Qualified Staff (as of the 2017-18 school year)

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

1. Administrators

For each of your school's administrators (principal and all assistant principals), complete the following fields:

Principal

- a) Name: Scot Bunch
- b) Credentials (degrees and certifications): Master of Arts in Administration
- c) Number of years as an administrator: 3
- d) Number of years at the current school: 3
- e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs):

Assistant Principal

- a) Name: James Johnson
- b) Credentials (degrees and certifications): Bachelor of Science in Recreation & Leisure Services Administration, Master of Divinity, Florida Professional Teacher Certification in English (8-12), Physical Education (K-12), Elementary Education (K-8), Reading Endorsement, CAR-PD certified
- c) Number of years as an administrator: 3
- d) Number of years at the current school: 3
- e) *Performance record of increasing student achievement:*

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- During the first year as an administrator, JMPHS received a state school grade of ‘A’ and in the second and third year it was downgraded to a ‘C’.
 - Despite this setback, the school administration worked together to attend trainings, seek assistance from other successful school leaderships, and provided professional development to school staff to remedy the reasons for the decrease in school achievement at JMPHS.
 - In the 2016-17 school year, JMPHS was only 1% away from being a ‘B’ school and if our Accelerated Classes and Graduation Rate were added in we would’ve been an ‘A’ school.
- As an instructor assisted in raising their school of employment’s state school grade from an ‘F’ to a ‘C’ and increased the percentage of students passing the FCAT 2.0 from 35% to 50% and achieving a 60% learning gains which was an improvement from 42% the previous year.
- During the 11 years spent in the classroom student graduation rate for his students was 75% with 80% of students making adequate learning gains with all of his students being in the lower 25th percentile of students in the school.
- Within those 11 years, the five years spent teaching online students resulted in over 80% of students completing the course with a ‘B’ or higher.

2. *Instructional Coaches*

For each of your school’s instructional coaches, complete the following fields

- a) Name: Kaitlyn Sharon Ortega
- b) Subject area: Reading Coach, Reading/English/Journalism Teacher
- c) Credentials (degrees and certifications): N/A
- d) Number of years as an instructional coach: 1
- e) Number of years at the current school: 3
- f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) : N/A
- g) Full-time or Part-time : Full-time
- h) School-based or District-based: School-based

3. *Instructional Staff*

- a) Total number of instructional employees: 16
- b) Percent receiving effective rating or higher: 14

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- c) Percent Highly Qualified: 70%
- d) Percent certified in-field: 77%
- e) Percent ESOL endorsed: 5%
- f) Percent reading endorsed: 30%
- g) Percent with advanced degrees: 30%
- h) Percent National Board Certified: 8%
- i) Percent first-year teachers: 7%
- j) Percent with 1-5 years of experience: 23%
- k) Percent with 6-14 years of experience: 47%
- l) Percent with 15 or more years of experience: 30%

4. *Paraprofessionals*

- a) Total number of paraprofessionals: 0
- b) Percent Highly Qualified: N/A

5. *Teacher Recruitment and Retention Strategies*

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

- a) Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible.
 - a. The goal of JMPHS is to have 100% highly qualified, certified-in-field, effective teachers on our staff. To this end, we have instituted a recruiting & hiring practice that includes advertising in local area papers, academically oriented hiring websites, at collegiate hiring job fairs, as well as locally with our colleges that have education degree programs as well as internships.
 - b. JMPHS also uses its Incoming Teacher Program to train, equip, and prepare teachers to pass state leveled tests, finish degree or certification programs, and be mentored into a highly successful classroom culture. The end goal of this program is to help every teacher achieve high-performing/highly effective status within the school programs.
 - c. JMPHS has always followed to practice of offering above-competitive salary packages to our staff in order to retain them in our program. We also have an evaluation system that fairly analyzes the teacher's performance in such a way that gives them a chance to excel

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6. *Teacher Mentoring Program/Plan*

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

- a) *Describe your school's teacher mentoring program/plan including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.*
 - a. JMPHS supports the continued improvement of teachers new to the district through its Mentoring Program. The purpose of the Mentoring Program is to link the New Teacher with a veteran teacher upon whom he/she can rely on for assistance and guidance. During this mentoring period, ongoing collaboration will facilitate the growth of the New Teacher toward the highest levels of professional practice during his/her first years of teaching at JMPHS.
 - b. The JMPHS mentoring program provides for a two-year mentoring partnership for teachers new to the field of education. For experienced teachers who are new to JMPHS, the mentoring program offers a one-year partnership designed to provide support with local policy, procedures and curriculum.
 - c. At the discretion of the Principal, a one-year mentor may also be provided for teachers making significant changes to their teaching assignments. Since mentoring programs have been shown to help solve or reduce problems faced by new teachers and also help retain promising teachers the mentoring program focuses on training the teachers within the program in the following:
 - i. Curriculum
 - ii. Teaching effectiveness
 - iii. Classroom climate
 - iv. Identification of school problems
 - v. Student behavior and discipline
 - vi. Meeting the needs of all students
 - vii. Parent/teacher relationships
 - viii. Emotional and personal support
 - ix. Orientation to the school, policies, and procedures
- b) As of the 2017-18 school year we have our Lead Teacher (Patrick White) as the head of the Mentor Program with the Assistant Principal (James Johnson) as the main mentor for all incoming teachers.
 - a. This year we have 0 incoming teachers
 - b. All pairing of teachers is because the Lead Teacher mentors all incoming teachers and is a resource for all teachers in their needs and as a representative to the administration.

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- c. The mentoring activities that would be incorporated are included in the teacher mentoring program that gives teachers access to resources and support through the use of weekly check-ins by the Lead Teacher and the Assistant Principal, weekly classroom observations by the Lead Teacher and the Assistant Principal, and monthly meetings by the teacher mentors face-to-face.
 - i. During these meetings the Lead Teacher and the Assistant Principal help with any areas of concern as well as provide resources that new teachers may not need.
- d. Through the use of classroom observations the Assistant Principal may deem necessary to put a teacher on a coaching plan which will bring that teacher into a mentoring partnership with the Lead Teacher as well as the Assistant Principal. The goal of this is to help teachers who have major struggles have the opportunity to make adjustments and fix any struggles they may have in their teaching.

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

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

1. *Describe your school's data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.*
 - JMPHS uses a data analysis program from the PLATO courseware we use as our online class platform as well as our remediation/enrichment offerings. Through this program we are able to conduct baseline testing, progress monitoring, differentiated instruction, data driven planning, as well as remediation to those in need and enrichment for students who have achieved mastery of the skill being taught.
 - Using the data analysis program all students are tested and their struggles are identified according to the state based standards and the state standardized assessments. The program then creates a unique profile for each student that works to improve their areas of struggle and enrich their areas of strength. Students are given time in class to access computers and the PLATO courseware in class so that they are allowed the opportunities they need to receive extra instruction, tutoring, and technology awareness to assist them increasing their state assessment scores as well as their master of school subject skills.
 - The JMPHS School Board has been working with the school staff to increase the amount of technology teachers have in the classroom to assist in giving students access to multiple sources of support to increase student performance. These resources goal materials include classroom laptops, the increasing needs of the school media center, improving the school's data management profiles, the training of students to learn how to use the Google Apps Suite that all teachers are required to implement in their classes, as well as proper access to enrichment and remediation materials.

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- This increase of technology and staff training allows the instructional staff to create center based activities that keep student engagement high as well as provide for every student's individual needs through the use of PLATO courseware implementation, time management, good classroom management strategies, and team planning to allow students the ability to engage with multiple staff members at one time.
2. *Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP?*
- Principal – Scot Bunch
 - Oversight and implementation
 - Reporting progress to the JMPHS School Board
 - Managing the implementation of the SIP as well as the school budget and the use of school-based resources
 - Assistant Principal – James Johnson
 - Curriculum design and management
 - Teacher evaluator
 - Manager of all Professional Learning Communities (PLCs) and Subject Departments
 - Lead Teacher – Patrick White
 - Teacher representative to the administration
 - Oversight and implementation of the Teacher Mentor Program
 - Advisor to the Principal and Assistant Principal in matters of curriculum implementation, student and staff morale, and the overall
 - Reading Coach – Kaitlyn Ortega
 - Works with Assistant Principal to create the school-wide reading plan.
 - Works with the AP and Guidance Counselor to analyze school data and recommend Reading goals.
 - Helps to provide reading professional development to school instructional staff.
3. *Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.*
- ⊖ As mentioned above, the school leadership will monitor data management through the use of the PLATO courseware and administrative evaluation tools that allow for student skills to be assessed and assisted throughout the year.
 - ⊖ The leadership team will meet regularly with each PLC and subject department to plan strategic implementation of goals set at the beginning of the school year for the SIP as well as the progress monitoring throughout the year.

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- ⊖ The team will also evaluate the needs of the instructional staff and report to the JMPHS School Board these needs so that any reforms or new strategies can be put into place throughout the year to achieve the goals set by the SIP.
4. *Describe the 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 (e.g., behavior, attendance)*
- Baseline and progress monitoring assessments conducted through the PLATO courseware
 - Examination of data from state mandated standards based assessments given throughout the school year
 - Formal and informal assessments given by the instructional staff throughout the year
 - Additional resources that can be added from the needs expressed by the instructional staff
 - The office staff will also check monthly for any contributing factor that could affect student performance in the classroom such as irregular attendance, free/reduced lunch numbers, homeless student population numbers, the number of referrals given to students (especially to students who receive multiple referrals), and working alongside the school's ESE support facilitator and district level staff to help support all students with Individual Education Plans (IEPs) and 504 Plans to make sure all of their accommodations are being met.
5. *Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.*
- During the pre-planning weeks as well as throughout the year the school leadership team will give professional development trainings to help the staff understand the importance of data-based problem solving as well using data to drive instruction.
 - These professional development trainings will require follow-up assignments to be submitted to the school leadership to assess the understanding of how to implement the trainings and how to assess their success (or lack thereof) in the classroom.
 - At quarterly intervals during the school year the leadership staff will reflect on the progress being made by students and staff and then meet with the instructional staff to find creative solutions to any problems that may arise.

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E. Increased Learning Time

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

Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development).

1. One of the most effective things JMPHS has done to increase the amount of quality learning time spent with students being on task in the classroom is to change the class bell schedule to go from spending 7 classes that meet every day for 55 minutes each to 8 classes that meet for 90 minutes every other day on a ‘modified block schedule.’ The change of this bell schedule, when combined with effective time management professional developments over the last year, has allowed for more time to be spent on task over time.
2. The second most effective change that the school leadership has made over the last two years is the continual professional development in the use of time management in the classroom. Through schoolwide professional development trainings, combined with individual mentoring sessions provided by the Lead Teacher and the Assistant Principal throughout the year, has resulted in a much greater use of time in the classroom with minimal lost time due to transitions, policies and procedures in the classroom, and student engagement struggles. By learning how to work bell-to-bell in every period students get the most out of each period and teachers can achieve a greater use of their time to keep pace with their replanned curriculum maps.
3. Another change that has made a big difference in the success of JMPHS students is the implementation of tutoring being offered to students.
 - a. The first form is offered by teachers before school, during lunch periods, and after school. The only requirement placed on the student is that if they are to attend tutoring they must notify the teacher 24 hours in advance for before & after school tutoring. Every JMPHS teacher is required to offer these tutoring sessions.
 - b. The school leadership has combined this best practice with Peer Counselors, which are students that have shown great success in the subject being tutored that are volunteering their time to gain volunteer hours for scholarships, that also come to tutoring sessions and help teachers in the classroom throughout the day.
 - c. The third form of tutoring is found in the PLATO courseware that offers remediation and enrichment opportunities to students on their own time, anywhere they have computer & internet access. The PLATO courseware combines the information from each student’s baseline and progress monitoring assessments to offer custom tailored training sessions to remediate the student’s areas of struggle and enrich their areas of strength.

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4. Teachers also are required to participate in monthly professional development opportunities and are encouraged to add extra professional development trainings on their own throughout the year. The monthly trainings are centered on the areas identified by the school leadership as being most critical to school improvement and the individual trainings are chosen by each staff member based off of personal desire or can be mandated by the teacher's evaluator if a teaching deficiency is noted.

F. Literacy Leadership Team (LLT)

1. *Identify the names and positions titles of the members of your school-based LLT.*
 - Team Lead: James Johnson (Assistant Principal)
 - Kaitlyn Ortega – English 3 & 4 , and Reading 3 & 4 teacher
 - Jedidiah Smith – English 1 & 2, Reading 1 & 2, and Writing teacher
2. *Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).*
 - The LLT will communicate monthly through email and quarterly in person to review the goals, strategies, and implementation plans of the School Improvement Plan's goals for reading, writing, and ELA proficiency for the current academic year.
 - The role of the LLT is to take the goals set forth in the SIP and create a facilitation plan that takes these goals and accomplishes these in the classroom.
 - The LLT will conduct professional develop trainings to all instructional staff throughout the year to increase the amount of reading and writing in the classroom, centered around each instructor's subject area.
 - The LLT will also work with the school leadership and the JMPHS School Board to improve access to high quality print media, improve the quality of writing assignments across all course curriculums, and train the school staff in how to use academic integrity software (i.e. – www.turnitin.com).
3. *What will be the major initiatives of the LLT this year?*
 - The major initiatives of the LLT for the 2017-18 school year are:
 - Set the FSA for ELA goals set for the year
 - Create a plan to achieve these goals by increasing the amount of access to high quality print media in the classroom, the amount of high quality writing done across the school curriculums, improve every student's ability to use technology to process written assignments, and understand the purpose of academic integrity in learning.

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G. Every Teacher Contributes to Reading Improvement

This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.

1. *Describe how the school ensures every teacher contributes to the reading improvement of every student.*
 - a. As mentioned above, one of the major focuses for the 2017-18 school year is to increase the level of high quality print media students interact with across the curriculums as well as the amount of purposeful writing each student is tasked with in each subject area. In this way, each teacher is a vital contributor to increasing the reading and writing capabilities of all students.
 - b. All staff will attend PD trainings on increasing the rigor of their questioning to improve the amount of critical thinking, interaction with the course texts, and analysis of materials to improve engagement, comprehension, and application of the subject matter. This will, in turn, result in greater success on standards based assessments as well as skill mastery in the classroom.
 - c. JMPHS has set forth a plan to increase the access to the media center, acquire more high-quality print media to keep in classrooms as well as the media center, and to continually add to the technology present at the school to give students more chances to become familiar with complex texts and thereby increase reading comprehension inside and outside of the classroom.
 - d. Also mentioned earlier, the more each teacher uses the remediation and enrichment opportunities provided by the PLATO courseware in the classroom the greater the achievement levels of students will be.

H. Preschool Transition

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

1. *Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.*
 - a. As a Secondary School Institution teaching grades 9-12 this state statute does not apply to JMPHS.

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I. College and Career Readiness

This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.

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

1. *How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?*
 - Every student is encouraged to participate (and the vast majority do) in being placed in either a college or career preparatory track for the courses. The goal of each track is to fill each student's upper level courses with classes that either give the student college credit through dual enrollment at the local community college or provide a career/technical certification that can be used to improve the student's resume and create career opportunities after high school.
 - Every student is also strongly encouraged (freshmen entering the school after the 2015-16 school year are required) to take both a personal finance and a leadership course whereby students learn high quality skills related to professionalism and being a contributor to the community. These courses are intended to help the student see the importance of building up the community and being a team player rather than focusing on the student's individual needs when it detracts from the good of the school community.
 - These two options, combined with internship courses, help students to gain access to opportunities to see how their education connects to life after graduation and helps them choose a career path they may not have been able to consider before receiving access to these opportunities.
 - JMPHs also gives students the chance to take tours of colleges and puts on a college/career fair at the beginning of the second semester of the school year to help students network, consider options throughout the nation, and to help understand that they are capable of doing more than settling for minimum wage employment after high school.
2. *How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?*
 - Every semester each student meets with the school Guidance Counselor (who is supported by the school administration) to help students see where they are on the path to graduation to ensure they are not losing any importance courses along the way.
 - During these graduation checks as well as during informal meetings with students the school Guidance Counselor works with each student to cast a vision for their future and create a plan to accomplish that plan.

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3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.
 - As mentioned above, JMPHS guides all students to choose dual-enrollment courses during their upper class years that begin to prepare them for life after high school. As of the beginning of the 2016-17 school year, 6 students are on track to finish their welding certification and 2 will finish their electrical apprenticeship at a local technical college and students are on track to complete 600 credit hours of college courses offered through the local community college.
 - Also see the abovementioned classes all students are encouraged to take on leadership and personal finance that help students learn skills in professionalism, job related skills, best hiring practices (interview, resumes, proper attire, manners, etc.) as well as connections created through college/career fairs and visits.

Part II: Expected Improvements

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

Based on an analysis of all available school data, including the statewide assessment and Annual Measurable Objectives (AMO) data listed in each Area required for your school, and operational data such as climate surveys and classroom walkthroughs, engage in a problem-solving process within each Area using the following questions. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) should also be considered during this process.

1. *What are your main goals?*
 - The main goals of the school for the 2017-18 school year are to:
 - Continue to prepare for the next 5-year accreditation through AdvancED
 - Graduate the 2nd senior class with more than a 90% graduation rate
 - Increase the state-given school grade from a 'C' to a 'B'.
2. *Brainstorm barriers that could prevent the school from achieving the goal.*
 - Failure to train all staff to effectively implement PD skills
 - Failure to properly train and implement the PLATO administrative assessment courseware
 - Failure to adequately observe, evaluate, and coach staff members
 - Failure to complete all accreditation documents and meetings on time

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- Failure to properly implement high quality instruction into the classroom
- 3. *Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).*
 - 1. Lack of training and implementation of the new PLATO courseware
 - 2. Failure to implement instructional material in the classroom
 - 3. Failure to complete all accreditation documents and meetings on time
- 4. *Brainstorm which resources are available that could be used to address each targeted barrier.*
 - PLATO trainings delivered by PLATO instructors
 - Trainings for school administrators offered by the District on curriculum development and implementation
 - AdvancED conferences and online tools
- 5. *Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.*
 - Designating time for PD trainings on the PLATO courseware and setting deadlines for instructors to implement the courseware in their classrooms
 - Weekly informal observations through classroom walkthroughs and quarterly formal observations using the approved evaluation rubrics.
 - Monthly staff-wide PD trainings and personal coaching plans for each member of the instructional staff to improve classroom instruction and lesson planning
- 6. *Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.*
 - The Assistant Principal will communicate with PLATO trainers to set up PD times as soon as possible at the beginning of the school year
 - The Assistant Principal will conduct weekly classroom walkthroughs and will use a fluid running document that is shared with individual staff members of their performance and will be used to create and implement a coaching plan for each staff member
 - The Principal and Assistant Principal will work with the instructional staff to conduct effective PD trainings to improve instruction which will also include follow-up assignments that each staff member will present to the school leadership as proof of implementation of that skill in the classroom

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7. *Determine how strategies will be monitored to reduce targeted barriers (including who, what, where, when).*
 - Each of these strategies will be monitored by the school Principal by meeting weekly with the Assistant Principal and Lead Teacher to evaluate effectiveness, seek advice, make adjustments, and oversee the implementation of any changes made to the strategies throughout the school year
8. *Determine how progress towards the goal will be monitored (including who, what, where, when).*
 - Each month the school leadership team will meet to pull, analyze, and evaluate the data from the strategies and to discuss any changes that might need to be made. This information will then be presented to the JMPHS School Board whereby they will present any advice or revisions they feel are necessary to the aforementioned strategies.

A. Area 1: Reading (2016-2017 Administrations)

a) Florida Standards Assessment Test (FSA)

- Students scoring at Achievement Level 3: 55
- Students scoring at or above Achievement Level 4: 43%
- Students making learning gains: 16
- Students in lowest 25% making learning gains: 29%
- Goals for the 2016-17 school year as set by the subject level department
 - What percentage of students will pass that particular EOC? **60%**
 - What percentage of students will make Adequate Learning Progress (AYP) gains? [AYP gains are met when a student goes up at least 1 level gain or maintain a high level achieved in past years] **I expect an increase of Level 5 and 4 by about 2% over last year. I also expect an increase in Level 1 by 10% and increase of level 2 of about 2-3%**
 - What percentage of students with a level 1 from last year's administration will receive tutoring (either in class or after school)? **Based on the request of the student, I will supply tutoring. We had minimal level 1's last year and the students that scored a 1 have not historically reached out for help and I don't expect them to this year.**

b) Florida Alternate Assessment (FAA)

The following data must be considered by schools with 10 or more students taking the FAA.

- Students scoring at Levels 4, 5, and 6: N/A
- Students scoring at or above Level 7: N/A
- Students making learning gains: N/A

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

The following data must be considered by schools with 10 or more students taking the CELLA.

- 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): N/A
- Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students): N/A
- Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students): N/A

d) *Annual Measurable Objectives (AMOs)*

- Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) not making satisfactory progress: 12

B. Area 2: Writing (2014-2015 & 2015-2016 Administrations)

a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*

- Students scoring at or above Achievement Level 3.5: N/A

b) *Florida Alternate Assessment (FAA)*

The following data must be considered by schools with 10 or more students taking the FAA.

- Students scoring at or above Level 4: N/A

C. Area 3: Mathematics (2016-2016 Administrations)

1. *High School Mathematics*

a) *Florida Alternate Assessment (FAA)*

The following data must be considered by schools with 10 or more students taking the FAA.

- Students scoring at Levels 4, 5, and 6: N/A
- Students scoring at or above Level 7: N/A
- Students making learning gains: N/A

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b) Annual Measurable Objectives (AMOs)

- Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) not making satisfactory progress: N/A

2. Algebra I End-of-Course Assessment (EOC)

The following data must be considered for schools with students taking the Algebra I EOC.

- Students scoring at Achievement Level 3: 27
- Students scoring at or above Achievement Level 4: 18
- Goals for the 2016-17 school year as set by the subject level department
 - a. What percentage of students will pass that particular EOC? **75%**
 - b. What percentage of students will make Adequate Learning Progress (AYP) gains? [AYP gains are met when a student goes up at least 1 level gain or maintain a high level achieved in past years] **I expect an increase of Level 5 and 4 by about 2% over last year. I also expect an increase in Level 1 by 10% and increase of level 2 of about 2-3%**
 - c. What percentage of students with a level 1 from last year's administration will receive tutoring (either in class or after school)? **Based on the request of the student, I will supply tutoring. We had minimal level 1's last year and the students that scored a 1 have not historically reached out for help and I don't expect them to this year.**

3. Geometry End-of-Course Assessment (EOC)

The following data must be considered for schools with students taking the Geometry EOC.

- Students scoring at Achievement Level 3: 31
- Students scoring at or above Achievement Level 4: 21
- Goals for the 2016-17 school year as set by the subject level department
 - a. What percentage of students will pass that particular EOC? **75%**
 - b. What percentage of students will make Adequate Learning Progress (AYP) gains? [AYP gains are met when a student goes up at least 1 level gain or maintain a high level achieved in past years] **I expect an increase of Level 5 and 4 by about 2% over last year. I also expect an increase in Level 1 by 10% and increase of level 2 of about 2-3%**
 - c. What percentage of students with a level 1 from last year's administration will receive tutoring (either in class or after school)? **Based on the request of the student, I will supply tutoring. We had minimal level 1's last year and the students that scored a 1 have not historically reached out for help and I don't expect them to this year.**

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4. *Algebra 2 End-of-Course Assessment (EOC)*

The following data does not count towards school grade after the 2016-17 school year because the Algebra 2 EOC is no longer given. The data listed below just to keep track of data trends.

- Students scoring at Achievement Level 3: 19
- Students scoring at or above Achievement Level 4: 8
- Goals for the 2016-17 school year as set by the subject level department
 - a. What percentage of students will pass that particular EOC? N/A
 - b. What percentage of students will make Adequate Learning Progress (AYP) gains? [AYP gains are met when a student goes up at least 1 level gain or maintain a high level achieved in past years] N/A
 - c. What percentage of students with a level 1 from last year's administration will receive tutoring (either in class or after school)? N/A

D. Area 4: Science (2016-2017 Administrations)

1. *High School Science*

a) *Florida Alternate Assessment (FAA)*

The following data must be considered by schools with 10 or more students taking the FAA.

- Students scoring at Levels 4, 5, and 6: N/A
- Students scoring at or above Level 7: N/A

2. *Biology 1 End-of-Course Assessment (EOC)*

The following data must be considered for schools with students taking the Biology 1 EOC.

- Students scoring at Achievement Level 3: 66
- Students scoring at or above Achievement Level 4: 21
- Goals for the 2016-17 school year as set by the subject level department
 - a. What percentage of students will pass that particular EOC? **75%**
 - b. What percentage of students will make Adequate Learning Progress (AYP) gains? [AYP gains are met when a student goes up at least 1 level gain or maintain a high level achieved in past years] **I expect an increase of Level 5 and 4 by about 2% over last year. I also expect an increase in Level 1 by 10% and increase of level 2 of about 2-3%**
 - c. What percentage of students with a level 1 from last year's administration will receive tutoring (either in class or after school)? **Based on the request of the student, I will supply tutoring. We had minimal level 1's last year and the students that scored a 1 have not historically reached out for help and I don't expect them to this year.**

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E. Area 5: Science, Technology, Engineering, and Mathematics (STEM) and Career and Technical Education (CTE) - (2016-2017)

- Students in high school enrolling in advanced STEM-related courses (e.g., CTE, AP, IB): 195
- Students in high school successfully completing advanced STEM-related courses (e.g., CTE, AP, IB): 195
- STEM-related experiences provided for students and participation rate (e.g. robotics competitions, science lab)
 - Engineering Courses: 7
 - STEM Math Courses: 1
 - STEM Science Course: 4
 - Agricultural Classes: 3
 - Early Childhood Prep Classes: 1
 - Robotics Camps: 2
 - TSA Club: 1
 - TSA Club Trips: 3
 - College STEM Tours: 4
 - STEM College & Career Fairs: 2
 - Agricultural Clubs: 1
 - Agricultural Club (FFA) Activities: 10

F. Area 6: Social Studies (2016-2017 Administrations)

1. Civics End-of-Course Assessment (EOC)

The following data must be considered for schools with students taking the Civics EOC.

- Students scoring at Achievement Level 3: N/A
- Students scoring at or above Achievement Level 4: N/A

2. U.S. History End-of-Course Assessment (EOC)

The following data must be considered for schools with students taking the U.S. History EOC.

- Students scoring at Achievement Level 3: 43
- Students scoring at or above Achievement Level 4: 28
- Goals for the 2017-18 school year as set by the subject level department
 - a. What percentage of students will pass that particular EOC? **60%**
 - b. What percentage of students will make Adequate Learning Progress (AYP) gains? [AYP gains are met when a student goes up at least 1 level gain or maintain a high level achieved in past years] **I expect an increase of Level 5 and 4 by about 2% over last year. I also expect an increase in Level 1 by 10% and increase of level 2 of about 2-3%**

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- c. What percentage of students with a level 1 from last year's administration will receive tutoring (either in class or after school)? **Based on the request of the student, I will supply tutoring. We had minimal level 1's last year and the students that scored a 1 have not historically reached out for help and I don't expect them to this year.**

G. Area 7: Early Warning Systems (2017-18 School Year)

1. Attendance

- Students absent 10 percent or more: 2%
- Students tardy 10 percent or more: 5%

2. Suspension

- Students with one or more in-school suspensions: 1
- Students with one or more out-of-school suspensions: 2
- Students with one or more referrals: 1

3. Retention

- Students retained last school year: 5
- Students with one or more course failures: 26
- Students in 9th grade with one or more course failures: 0
- Students on-track with credits for cohort: 188

4. Dropout Prevention

The following data must be considered by high schools, per Section 1003.53, F.S.

- Dropout rate: 0%
- Graduation rate: Planned for 90%

H. Area 8: Parent Involvement

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

1. Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated

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in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).

- Number of parent engagement opportunities offered in the school year: **69**
 - PTO Meetings: 10
 - School Board Meetings: 10
 - Quarterly School Work Days: 4
 - Homecoming Meetings: 8
 - Senior Meetings: 10
 - Open House / Parent Night: 2
 - School Concerts: 3
 - Field Days: 2
 - College Enrollment Drive: 2
 - Prom: 10
 - Accreditation Follow-up Meetings: 4

- Average number of parents in attendance at parent engagement opportunities: **20**
- Percent of parents who participated in parent engagement opportunities: **64%**
- Percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities: **25%**

I. Additional Areas

This section is optional and may be used as needed for areas not already addressed in the SIP.

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Part III: Professional Development

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

If professional development was identified as a strategy to eliminate or reduce a barrier for any area, provide the following information for each activity.

- Subject area: Data Analysis
 - Topic, focus, and content: Data Driven Instruction; the goal is to teach instructors on how to collect, analyze, reflect on, and use data to drive instruction so that students can be educated in an environment that provides differentiated instruction, remediation, and enrichment to give each student the most individualized learning opportunities possible.
 - Facilitator or leader: James Johnson & PLATO Representatives
 - Participants (e.g., Professional Learning Community, grade level, schoolwide): Schoolwide
 - Target dates or schedule (e.g., early release day, once a month): Early Release day in September
 - Strategies for follow-up and monitoring: Classroom inspections, individual follow-ups with teachers during their planning periods, and secondary trainings following faculty meetings that occur every other week.
 - Person responsible for monitoring: Assistant Principal (James Johnson)

- Subject area: Teacher Evaluation
 - Topic, focus, and content: How teacher evaluations are conducted; the goal is to teach instructors on how to best represent all of the hard work they do in the classroom throughout the year and shine as highly effective instructors.
 - Facilitator or leader: James Johnson & Scot Bunch
 - Participants (e.g., Professional Learning Community, grade level, schoolwide): Schoolwide
 - Target dates or schedule (e.g., early release day, once a month): Early Release day in August
 - Strategies for follow-up and monitoring: Classroom inspections, individual follow-ups with teachers during their planning periods, and secondary trainings following faculty meetings that occur every other week.
 - Person responsible for monitoring: Assistant Principal (James Johnson)

- Subject area: FERPA & Proper Boundaries
 - Topic, focus, and content: How the school will maintain FERPA when it comes to records and how we will maintain proper balance between being strong mentors and not crossing ethical boundaries.
 - Facilitator or leader: James Johnson & Scot Bunch
 - Participants (e.g., Professional Learning Community, grade level, schoolwide): Schoolwide
 - Target dates or schedule (e.g., early release day, once a month): Early Release in October
 - Strategies for follow-up and monitoring: Classroom inspections, individual follow-ups with teachers during their planning periods, and secondary trainings following faculty meetings that occur every other week.

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- Person responsible for monitoring: Assistant Principal (James Johnson)

- Subject area: Increasing Rigor in the Classroom
 - Topic, focus, and content: Introduction to the 4 levels of rigor and how to best use them in the classroom environment; the goal is to teach instructors on how to best present their instructional information in a variety of ways and at a variety of levels of rigor so that students are encouraged to use critical thinking as well as vocal team work to ensure higher level learning takes place.
 - Facilitator or leader: James Johnson & Scot Bunch
 - Participants (e.g., Professional Learning Community, grade level, schoolwide): Schoolwide
 - Target dates or schedule (e.g., early release day, once a month): Early Release day in October
 - Strategies for follow-up and monitoring: Classroom inspections, individual follow-ups with teachers during their planning periods, and secondary trainings following faculty meetings that occur every other week.
 - Person responsible for monitoring: Assistant Principal (James Johnson)

- Subject area: Understanding and Reducing Plagiarism in the Classroom
 - Topic, focus, and content: Introduction to plagiarism in the classroom as well as the Turnitin.com program; the goal is to teach instructors on how to best educate their students on what plagiarism is, why it is important to stay away from, and how to use the Turnitin.com program to help students avoid failing into the trap of plagiarism.
 - Facilitator or leader: Kaitlyn Ortega
 - Participants (e.g., Professional Learning Community, grade level, schoolwide): Schoolwide
 - Target dates or schedule (e.g., early release day, once a month): Early Release day in November
 - Strategies for follow-up and monitoring: Classroom inspections, individual follow-ups with teachers during their planning periods, and secondary trainings following faculty meetings that occur every other week.
 - Person responsible for monitoring: Assistant Principal (James Johnson)

- Subject area: Practicing Self-care
 - Topic, focus, and content: Introduction to the self-care model and how all faculty can use their time to their advantage so that they have time built into their daily lives to rest, relax, and reflect on the personal and professional lives. All staff will create a plan to ensure that they take time each week to take care of their own health (mentally & physically) so that they can be the best instructors they can for our students and school.
 - Facilitator or leader: James Johnson & Scot Bunch
 - Participants (e.g., Professional Learning Community, grade level, schoolwide): Schoolwide
 - Target dates or schedule (e.g., early release day, once a month): Early Release day in December
 - Strategies for follow-up and monitoring: Classroom inspections, individual follow-ups with teachers during their planning periods, and secondary trainings following faculty meetings that occur every other week.

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- Person responsible for monitoring: Assistant Principal (James Johnson)

- Subject area: Faculty-wide Book Study
 - Topic, focus, and content: The faculty will read the book Raving Fans and learn how to apply the principles in the text to their professional lives; the goal is to teach instructors on how to best present themselves as ambassadors of the and their craft as an educator so that our students and stakeholders will become so excited about what is going on at JMPHS that they cannot help but tell others about it.
 - Facilitator or leader: James Johnson & Scot Bunch
 - Participants (e.g., Professional Learning Community, grade level, schoolwide): Schoolwide
 - Target dates or schedule (e.g., early release day, once a month): Monthly Faculty Meetings
 - Strategies for follow-up and monitoring: Classroom inspections, individual follow-ups with teachers during their planning periods, and secondary trainings following faculty meetings that occur every other week.
 - Person responsible for monitoring: Assistant Principal (James Johnson)

- Subject area: Using the Google Apps Suite
 - Topic, focus, and content: Introduction/Review Google Apps suite and how to best use them in the classroom environment; the goal is to teach instructors on how to best these apps in a variety of ways and at a variety of ways so that students can get more hand-on experience through the digital experience. This is a great help for students who do not have computer access outside of school or who do not have the Microsoft Office Suite at home as well as a strong place to house all of JMPHS online teacher pages.
 - Facilitator or leader: Kaitlyn Ortega, Patrick White, Alan Androski, and Heather Johnson
 - Participants (e.g., Professional Learning Community, grade level, schoolwide): Schoolwide
 - Target dates or schedule (e.g., early release day, once a month): Early Release day in January
 - Strategies for follow-up and monitoring: Classroom inspections, individual follow-ups with teachers during their planning periods, and secondary trainings following faculty meetings that occur every other week.
 - Person responsible for monitoring: Assistant Principal (James Johnson)

- Subject area: Implementing & Evaluating Strong Writing Opportunities in the Classroom
 - Topic, focus, and content: Finding ways to get high quality writing opportunities in every class across the subjects so that students have a large variety of writing opportunities to increase their fluency and skills as a writer; the goal is to teach instructors on how to best implement these writing strategies as well as how to evaluate their students' writings effectively and fairly.
 - Facilitator or leader: James Johnson
 - Participants (e.g., Professional Learning Community, grade level, schoolwide): Schoolwide
 - Target dates or schedule (e.g., early release day, once a month): Early Release day in February

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- Strategies for follow-up and monitoring: Classroom inspections, individual follow-ups with teachers during their planning periods, and secondary trainings following faculty meetings that occur every other week.
- Person responsible for monitoring: Assistant Principal (James Johnson)

- Subject area: Using Rubrics in the Classroom
 - Topic, focus, and content: Introduction to rubrics and how to best use them in the classroom environment; the goal is to teach instructors on how to best use rubrics to evaluate assignments so that students are encouraged to be able to clearly define teacher expectations as well as do a better job using their time when it comes to grading turnaround.
 - Facilitator or leader: James Johnson & Kaitlyn Ortega
 - Participants (e.g., Professional Learning Community, grade level, schoolwide): Schoolwide
 - Target dates or schedule (e.g., early release day, once a month): Early Release day in March
 - Strategies for follow-up and monitoring: Classroom inspections, individual follow-ups with teachers during their planning periods, and secondary trainings following faculty meetings that occur every other week.
 - Person responsible for monitoring: Assistant Principal (James Johnson)

- Subject area: Understanding and Preparing for Teacher Evaluations
 - Topic, focus, and content: Introduction to Formal, Informal, and Annual Teacher Evaluation process; the goal is to help instructors know what is expected of them for their various evaluations as well as how they can best use the process to shine through a variety of opportunities to display classroom excellence.
 - Facilitator or leader: James Johnson & Patrick White (Lead Teacher)
 - Participants (e.g., Professional Learning Community, grade level, schoolwide): Schoolwide
 - Target dates or schedule (e.g., early release day, once a month): Introduced during pre-planning week in August and followed up during the Early Release day in April
 - Strategies for follow-up and monitoring: Classroom inspections, individual follow-ups with teachers during their planning periods, and secondary trainings following faculty meetings that occur every other week.
 - Person responsible for monitoring: Assistant Principal (James Johnson)

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Part IV: Coordination and Integration

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

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include information for Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; Career and Technical Education (CTE); and job training, if applicable to your school.

- *Career & Technical Education (CTE)*
 - Every year students in the CTE program paths are given trainings and opportunities in the classroom to display mastery of their subject related skills by passing certification tests.
 - These certification tests are accolades students can place on their resumes and if they accomplish the proper number of them can even translate into college credits
 - Every CTE certification that is earned gives the school a certain amount of money which is then placed back into the Engineering Program's annual budget (after the legally required percentage is given to the program directors as a bonus) to purchase software, testing programs, and hardware for the course projects.
- *Capital Outlay Fund*
 - At the beginning of every school year the state provides each school with a certain amount of funding to help with startup costs.
 - This funding is used to purchase textbooks, computer software and hardware, and replace outdated school materials needed in the classrooms.
- *Digital Allocation Fund*
 - These monies are given to public schools by the state to help compensate for all of the digital software and programs that the school uses to implement its standards-based curriculums
 - JMPHS uses this money to purchase school software and replace online textbook access codes
- *School Lead Money*
 - This money is also given by the state and is paid out to each instructor to help compensate for any classroom materials they need to purchase throughout the year
 - This money is given in check form from the school district straight to the employee and JMPHS only requires receipts be given for the purchases made by the teachers with the lead money for auditing purposes
 - JMPHS does not profit personally from School Lead Money

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Part V: Budget

Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity that identifies the following information.

- Area: Data Collection & Analysis
 - Strategy: Purchase and train on data analysis and data-driven instruction through PLATO
 - Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other): PLATO Courseware through Edmentum
 - Description of resources: “Plato Courseware is a standards-based online learning program grounded in a tradition of solid research, sound pedagogy, and applied innovation. With rigorous, relevant curriculum that challenges students with a 21st century approach - engaging them with interactive, media-rich content. Whether students are falling behind, at grade level, or advanced, this platform accommodates their unique needs in an environment in which they will thrive. Plato Courseware can be used in a lab setting, a blended model in which online courses supplement the traditional classroom, or through a completely virtual experience. Plato Courseware provides courses in a wide range of core subjects, electives, world languages, honors, and Advanced Placement[®] offerings. Courses consist of integrated assessments; including exemptive pretests that allow learners to forgo content they have already mastered and focus on the concepts that need additional work. Course-level assessments also include tests for each course module to ensure concept mastery.”
 - (from: <http://www.edmentum.com/products-services/plato-courseware>)
 - Funding source: School Budget approved by the JMPHS School Board
 - Amount needed: approximately \$16,000.00

- Area: Annual Textbook Purchases
 - Strategy: Purchase textbooks for new subjects being taught in the 2016-17 school year as well as replacement textbooks for lost or damaged texts from the previous year
 - Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other): Course Textbooks
 - Description of resources: The textbook is the anchor for each subject being taught at JMPHS. While instructors are highly encouraged to broaden their resource options for classroom materials the textbook and its online access remains the foundation for instruction, lesson planning, and curriculum development. These resources diminish in quality over time through use and the digital access needs to be renewed every 4-6 years depending on the deal made with each individual publishing company.
 - Funding source: School Budget approved by the JMPHS School Board
 - Amount needed: approximately \$12,000.00

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- Area: Science Lab Materials
 - Strategy: Use up to date materials to conduct high quality labs in all four science courses
 - Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other): Consumable and reusable science lab materials
 - Description of resources: With the addition of two new science courses in the JMPHS course directory new lab materials need to be purchased as well the restocking of materials needed for the previous two science courses that were taught in past years. This satisfies the state graduation requirement that every student complete two science credits with lab since every science course offered at JMPHS contains a lab component.
 - Funding source: School Budget approved by the JMPHS School Board
 - Amount needed: approximately \$6,000.00

- Area: Annual Computer Additions
 - Strategy: Purchase more classroom laptop sets to continue to meet the 1:1 student to computer ration school goal
 - Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other): Google Chromebooks
 - Description of resources: After using a school computer lab, personal classroom computers, traditional laptops, Chromebooks, and studying the use of tablets in the classroom the best use of school funds towards multiple use computers in the classroom continues to be the Google Chromebook option. These are price efficient models that still provide 85% - 90% of what classes need out of digital integration into the classroom.
 - Funding source: School Budget approved by the JMPHS School Board and outside donations
 - Amount needed: approximately \$10,000.00

- Area: Engineering Lab Additions
 - Strategy: Purchase latex printers as well as web-based software to implement the newest engineering courses in the engineering pathways
 - Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other): Printer & Computer Software
 - Description of resources: With the addition of 3 new engineering courses being offered in the 2016-17 school year the school needed to purchase new materials to meet the needs of these courses. The latex printer will provide the proper training for the Digital Design courses and the latex printer will offer the proper interaction with
 - Funding source: School Budget approved by the JMPHS School Board and outside donations
 - Amount needed: approximately \$10,000.00

School Improvement Plan (SIP)

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Part VI: Mid-Year Reflection

This section is to be completed after mid-year assessment data is available.

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

Reflect back on the problem-solving process used at the beginning of the year to identify barriers to and strategies for meeting your school's goals in each Area.

- Has the goal been achieved?
 - If no, is sufficient progress being made to accomplish the goal?
 - If no, have the originally targeted barriers been eliminated or reduced?
 - If no, are the original strategies being implemented with fidelity as designed?
 - If no, re-engage the problem solving process focused on implementation fidelity.
 - If yes, re-engage the problem solving process at step 5.