

St. Johns County School District

Pedro Menendez High School



2016-17 School Improvement Plan

Pedro Menendez High School

600 STATE ROAD 206 W, St Augustine, FL 32086

<http://www-pmhs.stjohns.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	No	38%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	B

**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 is pending approval by the St. Johns County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Northeast	Wayne Green
Former F	Turnaround Status	
No	None	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

"Not for school, but for life, we learn." Non scholae sed vitae discimus.

b. Provide the school's vision statement

To prepare our students to be college-ready as well as successful in high school and beyond through teaching the standards, adjusting instruction to obtain desired results, using data to guide instruction for professional development growth, providing opportunities for student leadership, and continuing our school's unique emphasis on accessibility and inclusivity by encouraging and welcoming students of various levels and abilities to participate in higher level programs of study.

2. School Environment

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

Our school has a diverse range of students from a multitude of cultural and societal backgrounds, so it is important that we as educators create an accepting and understanding environment. On a one-to-one level, teachers create personal relationships with their students through classroom interactions. Many classes allow students to talk about themselves through projects and papers. Since our IB program is an international program, these students are regularly exposed to other cultures and are expected to respect those differences. We have a Model UN Club that exposes our students to other worldviews, and we also have a multicultural fair once a year to celebrate other cultures and share their customs with our students and their families. We have a growing LGBT population, which we also encourage students to respect through our GSA Club and establishing a culture of tolerance in our school for everyone.

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

Along with maintaining a positive and respectful environment, we also make sure teachers and staff are on duty throughout the hallways before and after school. Having adults in key high-traffic areas helps students feel safe, and it keeps the number of incidents down to a minimum. The staff on duty also regularly talk with students passing by, making them feel comfortable and not as if teachers are just standing guard and unapproachable. Students feel safe during classes because our teachers maintain disciplined and regulated classes that keep negative incidents to a minimum.

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

Our school actively supports positivity over punishment through our 'Positively Pedro' initiative. This program recognizes commendable Character Counts behaviors on a daily basis. The idea is to help teachers balance the recognition of negativity (disciplinary referrals) with positive feedback for students' actions. We have put into place strong daily procedures that reduce ambiguity in behavioral expectations. Additionally, Link Crew, Academy programs, arts programs, the IB program, and clubs infuse our school with a plethora of leadership opportunities that energize Character Counts. We

understand that our students may come from very different socio-economic backgrounds, however, we treat them all as young men and young ladies with bright futures.

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

Last year we added a crisis intervention counselor to our Guidance Department to meet the needs of students who are emotionally struggling. Additionally, the leadership initiatives within our school have created an environment of acceptance, empathy, and understanding. A substantial number of our teachers are trained to recognize the "struggling student" and direct that student to the appropriate resources within the school, and if needed through the crisis intervention counselor, additional resources outside the school. We continue to provide services such as Rtl and counseling as needed.

B. Family and Community Engagement

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

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

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

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

No

1. PIP Link

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

2. Description

PMHS realizes the importance of parent involvement in the high school. Throughout the school year, we have a number of events which call upon parents to actively participate in their students' education: "Welcome to the Falcon Nation" Night for ninth graders and new students; Academy Career Night/Day events; symposiums; three academy advisory boards, SAC committee; AVID parent support group; IB parent support group; athletic boosters; band boosters as well as an active volunteers organization.

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

Our Career Specialist, Christine Danner, holds regular meetings with members of local businesses to keep them involved in what our academies are doing and make them active members of our school. We have specific groups, such as the Flagler Health Academy and Building and Construction Academy, that include professionals from our local hospital and local construction businesses. Our school has interns and practicum students from Flagler College work at our school, which creates relationships with future professionals and community members. We also have professionals and business owners from our community as members of our School Advisory Council (SAC).

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Carmichael, Clay	Principal
	Assistant Principal
Neff, Kate	Instructional Media
Paone, Adrienne	
Simpkins, David	Assistant Principal
Danner, Christine	Teacher, Career/Technical
Morrison, Cynthia	Teacher, K-12
Balla, Jessica	Assistant Principal

b. Duties

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

The function and responsibility of each team member is to make phone calls, meet individually with students, and track student progress of those students on intervention plans. Each member concentrates on parental involvement. If the parent is not involved, the process is not being conducted with fidelity.

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

As far as meeting individual needs of students, the results of their testing determine meeting their needs, such as intensive reading or intensive math classes. Behaviorally, the deans are part of the RtI team, so those students are mentored, encourage to join a sport or club(s). Attendance is the main focus of the team, and team members make phones calls every Monday for those students who missed the previous week. Team members work with students by getting them to sign contracts, making parents contacts, and involving parents in meetings/open houses/career nights. Monthly meetings with students in the juvenile probation court system are held to review progress in school, attendance, behavior, and what steps they need to complete in order to finish their probation. The probation officers come to the school every other month, and the team meets with the students in the other months to discuss the above.

PMHS uses "title" monies for professional development (i.e.: International Baccalaureate (IB), AVID, other at-risk mitigating PD). In addition to hiring both a remedial teacher and a crisis intervention counselor, we utilize our SAI funds as described below (\$88,000):

PMHS' SAI plan allows these funds to be used for salaries of our staff for after-school tutoring. We are offering after school tutoring to our at-risk students, as well as students who need extra assistance in EOC courses, Algebra 1, Geometry, Biology, US History, Physical Science, as well as upper level science and math. Staff is available Monday and Wednesday to work with students in all core subject areas in our media center. 75% of our students attending after-school tutoring at this time are level 1 or 2 readers. We do see these students as well as a group of other students that will have difficulty passing the FSA reading as well as the End of Course Assessments without major interventions.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Clay Carmichael	Principal
Cynthia Morrison	Teacher
Pat Giuliani	Education Support Employee
Roger Williams	Parent
Nancy Little	Business/Community
Candace Bell	Education Support Employee
Ann Marie Darcy	Parent
Marcia Poston	Parent
Diana Churchill	Parent
Wanda English	Teacher
Tammy Simmons	Parent
Paul Villavisanis	Teacher
Isabelle Pitcher	Parent
Alexandra Phillips	Parent
Denise Sadowski	Parent
Lori Canoura	Student
Mya Altieri	Student
Rebecca "Rivkah" Furhmann	Student
Chris Cofield	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC team is involved in actively evaluating the school performance data. At the end of the 2015-2016 school year, the team studied the parent, student, and teacher surveys to determine strengths and areas of concern. Also, Dr. Carmichael, the principal, shared how the budget for the school is developed.

b. Development of this school improvement plan

The SAC team is involved in actively evaluating the school performance data. At the end of the 2015-2016 school year, the team studied the parent, student, and teacher surveys to determine strengths and areas of concern. Also, Dr. Carmichael, the principal, shared how the budget for the school is developed.

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

The SAC committee, as well as other leadership committees, are briefed on the nuances of school funds (i.e.: internal funds versus operating versus capital). Annually, the department chairs collaboratively create a framework for use of funds for the following year.

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

Funds will be used to send teachers to conferences or to pay for subs for in-house professional development. Also, money has been set aside for classroom needs and requests.

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

Yes

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

N/A

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Paone, Adrienne	Instructional Coach
Neff, Kate	Instructional Media
Carmichael, Clay	Principal
Danner, Christine	Other
Bowker, Celeste	Teacher, ESE
Casper, Kim	Teacher, K-12
Clements, Vicky	Teacher, K-12
Edsall, Patricia	Teacher, K-12
Modling, Stephanie	Teacher, K-12
Morrison, Laura	Teacher, K-12
Stasky, Nicole	Teacher, K-12
Westfall, Gwen	Teacher, K-12
Balla, Jessica	Assistant Principal

b. Duties

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

Author visits; Battle of the Books; Parent/students nights; Teen Read Week; Literacy Week; Literacy Team sends out quarterly information on high yield strategies; Florida Teens Read; media center promotes reading for pleasure with Become the Ultimate Reader and other programs; "Read" posters featuring teachers around the school.

D. Public and Collaborative Teaching

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

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

We will focus upon Domain 2, Planning and Preparing, throughout the school year. We have established PLCs, data chat groups, and whole-faculty discussions to address curriculum hurdles. Each month's professional development activities are planned the month prior to allow "spot-on" adjustments to achieve desired results. PMHS is going to institute the "Falcon 7" which focuses on the first 7 minutes of each class. This time will be used to either review previously learned content or introduce new content. Both should be tied to a framework standard. This will hopefully get students engaged immediately in order to maintain a learning environment for the entire class period.

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

PMHS will continue to advertise for the most highly trained and qualified teachers, especially those with Reading, AVID, IB and Common Core backgrounds.

The principal, Dr. Clay Carmichael, is responsible.

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

PMHS' teacher-mentor program is for first- and second- year teachers as well as those teachers who are new to our school. The primary purpose is to provide support with regard to instructional strategies, classroom management, as well as to provide other materials and resources.

New teachers are paired with teachers who teach the same subject and the level of subject. Each building has a hallway mentor, also.

Activities include the following:

New teacher orientation

Luncheon

Periodic meetings and luncheons to socialize, discuss concerns, and offer strategies and additional resources as needed.

At the culmination of each year, a meeting is held to discuss what worked and what needs improvement.

Adrienne Paone, our Instructional Literacy Coach, is responsible.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards

based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

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

For the 2016-2017 school year, we are emphasizing that understanding and reacting to data is more than being better at "crunching numbers." We actively use progress monitoring throughout the year to determine areas of need. We use testing data to identify students in need of remediation and work with them in small groups. Dr. Carmichael is also emphasizing re-teaching for standard mastery in all subject areas. After-school tutoring is also offered for anyone who needs extra help.

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

Strategy: Extended School Day

Minutes added to school year:

Goal: To assist students who are struggling in core academic classes; intervene before the posting of grades. Every Monday and Wednesday afternoon a group of teachers meet in the media center to assist collaborative groups of students with their academic struggles. The teachers specifically identify a group students "point of confusion," coaching those students to success. Note: our after-school program is very well organized and is utilized by a large number of students. After-school busing is provided.

Strategy Rationale

Discovering points-of-confusion in collaborative groups is both a Marzano as well as an AVID strategy.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Carmichael, Clay, clay.carmichael@stjohns.k12.fl.us

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

The students sign in as they enter the media center and this list is made available to teachers so they can see which of their students are attending. The information gathered through attendance is also provided to the RTI team to check the status and progress of students currently being monitored.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

For incoming students from one grade to another, we have established Link Crew as a program for upperclassmen to support underclassmen. Additionally, AVID, IB, as well as Career Academy programs, mentor students through their specific academic grade level expectations and personal goals.

b. College and Career Readiness

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

All guidance counselors, including career, IB, AVID counselors, meet with students to build schedules based on student interests as well as college and career goals. Basic criteria have to be met, but as much as possible, the needs of the student are foremost.

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

Through our academy class offerings, students are able to focus on their career choices. (Flagler Hospital Academy of Health Sciences, Academy of Business with Digital Design track, Academy of Architectural and Building Sciences). PMHS allows real-world experience by allowing the students to travel to Flagler Hospital to shadow different career tracks and by having a VyStar Credit Union branch on campus. Also, our English IV: College Prep and Hope classes are blended classes, which means that 51% of the time spent in class is spent in the computer lab online in order to learn skills to help them in the 21st century.

PMHS' IB and Dual Enrollment classes allow students to receive college credit while our AVID classes prepare students for these classes by teaching the skills necessary to be successful in college.

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

PMHS offers Academy Night in the spring in order for middle school students to learn about the course offerings here. Our students are encouraged to attend College Night Special guest speakers are invited to present test-taking strategies to junior and senior classes. Study Island SAT, ACT, college readiness programs are available for all students. Each core content class is encouraged to have one non-fiction reading day per week. These non-fiction reading days serve as a way for students to glean information about real-world issues and practice successful reading techniques.

According to the College Readiness Letter from ACT, in 2013, PMHS tested 177 students, and the composite score for the school is 19.5 compared to state composite score of 19.6. In a chart that shows a benchmark score, which is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or high in a corresponding credit-bearing college course, PMHS students scored a 53% in college English composition, 34% in college algebra, a 37% in college social science, and a 27% in college biology. The percentage for meeting all 4 is 18%.

In 2011, PMHS had 295 students who graduated; 47.2% of the graduates scored at level 3 or better on 10th FCAT in both reading and math. The percentage of these graduates who completed a college-prep curriculum was 51.8%. The graduates who were eligible for the maximum Bright Futures award are as follows: 5.42% FL Academic Scholars, 28.4% FL Medallion Scholars, and 1.01% FL Gold Seal Vocational. Forty-six percent of graduates completed at least one AP, IB, or DE course. Percent of students who took the PSAT or PLAN two years prior to graduation was 76% for PSAT and 10.5 % for PLAN. Over fifty percent took the SAT and ACT and 3.38% took the CPT.

PMHS' post-graduation indicators show that 50.1% of PMHS student enrolled in a Florida post-secondary institution in Fall 2011. The percentage of students who enrolled in college credit course, earning a GPA above 2.0 was 76.9%.

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

We continue to emphasize the AVID program, as well as the IB program as a mechanism for students entering into collegiate programs. Additionally, the Guidance Department connects with parents and students providing free admission to SAT and ACT testing. A number of our guidance counselors meet regularly after school with students to fill out college and scholarship applications. Our academies connect students to both technical/trade schools as well as local businesses for career opportunities. Many of our student depart Pedro Menendez High School with industry certifications (i.e., Adobe, AutoCad, Microsoft Office, and EKG).

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Having near 'zero' concerns from students and parents about grade failures. Ensure that grades are posted in a timely manner and that all staff are following the grading guidelines set forth by administration.
- G2.** Increase student participation by 33% in school initiatives. This includes but is not limited to IB, AVID, Athletics, Academies and Clubs.
- G3.** To improve efficiency on all EOC testing for all students. 10% increase pass rate on all EOC's.
- G4.** One of the major components of a successful education program is to ensure that the instruction is directly aligned to the 'Florida State Standards'. PMHS endeavors to ensure that classroom instruction is carried out in such a manner that state standards are taught using the very best high yield strategies.
- G5.** Identify students who are failing those crucial courses that impend graduation providing those students with remediation both within the classroom as well as after school. Our initial remediation focus will be those courses which have high stakes test associated ie Algebra 1, Biology, Geometry etc.
- G6.** Increase our ability to adjust instruction based on visual cues (for example, non-engagement) and learning probes, PLCs and interactive professional development that impact instruction, sort data to adjust instructional approaches.
- G7.** College/Post-Secondary bound atmosphere where 100% of the students are wholeheartedly preparing for that next step. 100% of our senior class, including at-risk students, will graduate career and college ready.

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. Having near 'zero' concerns from students and parents about grade failures. Ensure that grades are posted in a timely manner and that all staff are following the grading guidelines set forth by administration.

1a

G078504

Targets Supported 1b

Indicator	Annual Target
GPA above 2.0 - H.S.	100.0

Targeted Barriers to Achieving the Goal 3

- Teachers not posting grades in a timely manner or not being clear about assessment expectations.

Resources Available to Support the Goal 2

•

Plan to Monitor Progress Toward G1. 8

Monitor the amount of student or parents that have complaints regarding grading.

Person Responsible

Clay Carmichael

Schedule

On 5/25/2017

Evidence of Completion

Documentation of correspondence with parents or students expressing concerns about grading.

G2. Increase student participation by 33% in school initiatives. This includes but is not limited to IB, AVID, Athletics, Academies and Clubs. 1a

G078503

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- Students not hearing about school initiatives and learning about the benefits they can offer.

Resources Available to Support the Goal 2

- Club, Academy, IB, AVID and athletic ambassadors.

Plan to Monitor Progress Toward G2. 8

List of enrollment in various programs.

Person Responsible

Clay Carmichael

Schedule

On 5/25/2017

Evidence of Completion

G3. To improve efficiency on all EOC testing for all students. 10% increase pass rate on all EOC's. 1a

G078236

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	10.0
Algebra I FSA EOC Pass Rate	10.0
Science Achievement District Assessment	10.0
U.S. History EOC Pass	10.0
Civics EOC Pass	10.0

Targeted Barriers to Achieving the Goal 3

- Keeping classroom content aligned with state standards.
- Reviewing content on a regular basis to increase retainment.

Resources Available to Support the Goal 2

- Each teacher should have easy access to the course frameworks.
- Content review exercises should be discussed at PLC's and faculty meetings.

Plan to Monitor Progress Toward G3. 8

EOC pass rates will increase by 10%

Person Responsible

Clay Carmichael

Schedule

On 5/12/2017

Evidence of Completion

EOC scores

G4. One of the major components of a successful education program is to ensure that the instruction is directly aligned to the 'Florida State Standanrds'. PMHS endeavors to ensure that classroom instruction is carried out in such a manner that state standards are taught using the very best high yield strategies. 1a

G076853

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	100.0

Targeted Barriers to Achieving the Goal 3

- While many of our students have solid fictional reading skills, many struggle in non-fiction technical reading endeavors and backing up their arguments with textual evidence.

Resources Available to Support the Goal 2

- Reading Department, MTSS team, Guidance Department, Deans Office as well as all Faculty/ Staff.

Plan to Monitor Progress Toward G4. 8

iObservations

Person Responsible

Clay Carmichael

Schedule

Biweekly, from 8/22/2016 to 5/18/2017

Evidence of Completion

All teachers implementing non-fiction reading strategies, WICOR ,as well as meaningfully participation in "lesson study" activities.

G5. Identify students who are failing those crucial courses that impend graduation providing those students with remediation both within the classroom as well as after school. Our initial remediation focus will be those courses which have high stakes test associated ie Algebra 1, Biology, Geometry etc. 1a

G076854

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	100.0

Targeted Barriers to Achieving the Goal 3

- Student access to staying after school for tutoring, test corrections, working with the teacher, etc.

Resources Available to Support the Goal 2

- Administrative team, guidance counselors, all faculty

Plan to Monitor Progress Toward G5. 8

DFAs, semester exams, and other formative assessments.

Person Responsible

Clay Carmichael

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Instructional strategies adjusted accordingly, as noted in iObservation.

G6. Increase our ability to adjust instruction based on visual cues (for example, non-engagement) and learning probes, PLCs and interactive professional development that impact instruction, sort data to adjust instructional approaches. 1a

G076855

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0

Targeted Barriers to Achieving the Goal 3

- Reliance upon numbers only- staff re-framing their thinking in order to effectively use anecdotal data.

Resources Available to Support the Goal 2

- Administrative team, deans office, MTSS team, testing coordinator, district office

Plan to Monitor Progress Toward G6. 8

Student data, anecdotal and formative.

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/22/2016 to 5/25/2017

Evidence of Completion

Increased standardized assessment scores.

G7. College/Post-Secondary bound atmosphere where 100% of the students are wholeheartedly preparing for that next step. 100% of our senior class, including at-risk students, will graduate career and college ready. 1a

G076856

Targets Supported 1b

Indicator	Annual Target
Postsecondary Enrollments	100.0

Targeted Barriers to Achieving the Goal 3

- Many of our students come from dysfunctional home environments that are not positive and supportive, and because of this, these students do not feel comfortable in leadership roles at school.

Resources Available to Support the Goal 2

- AVID, IB, Career Academy, Art, Positively Pedro, Link Crew and athletic programs that explicitly promote college and career bound opportunities and leadership.

Plan to Monitor Progress Toward G7. 8

Review of number of activities completed and number of activities planned for the next year.

Person Responsible

Clay Carmichael

Schedule

Annually, from 8/22/2016 to 5/25/2017

Evidence of Completion

Count and impact upon the school culture.

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. Having near 'zero' concerns from students and parents about grade failures. Ensure that grades are posted in a timely manner and that all staff are following the grading guidelines set forth by administration. **1**

 G078504

G1.B1 Teachers not posting grades in a timely manner or not being clear about assessment expectations.

2

 B206391

G1.B1.S1 Monitor classrooms and make sure teachers are expressing the expectations of assignments and assessments. **4**

 S218048

Strategy Rationale

Students will have a clear goal in mind of what they are working towards.

Action Step 1 **5**

Make staff aware of the school wide grading guidelines and expectations. Monitor that teachers are using these guidelines on daily basis.

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/22/2016 to 5/25/2017

Evidence of Completion

IObservation notes. Talking points in faculty meetings and PLCs.

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

Administrators will look for 'clear explanation of goals and grades' in classroom observations.

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/22/2016 to 5/25/2017

Evidence of Completion

IObservation notes.

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

Techniques for effective methods to show explicit expectations for assessment/lesson goals will be shared at staff meetings and PLCs.

Person Responsible

Clay Carmichael

Schedule

Monthly, from 8/22/2016 to 5/25/2017

Evidence of Completion

IObsevation notes.

G2. Increase student participation by 33% in school initiatives. This includes but is not limited to IB, AVID, Athletics, Academies and Clubs. 1

G078503

G2.B1 Students not hearing about school initiatives and learning about the benefits they can offer. 2

B206390

G2.B1.S1 Allow ambassadors to present their success stories as a result of being involved in school initiatives. Past and present ambassadors. 4

S218046

Strategy Rationale

This would allow students to hear first hand from their peers, which can be more intriguing than hearing from staff or administration.

Action Step 1 5

Allow ambassadors to present their success stories to classrooms at least once a year. Make sure we have strong ambassadors at Open House and community events to promote their programs.

Person Responsible

Christine Danner

Schedule

Quarterly, from 8/22/2016 to 5/25/2017

Evidence of Completion

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

Keep track of speakers at community events and school functions.

Person Responsible

Christine Danner

Schedule

Semiannually, from 8/22/2016 to 5/25/2017

Evidence of Completion

Video or presentation notes from speakers.

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

Encourage top students to promote their club or program in order to increase participation.

Person Responsible

Clay Carmichael

Schedule

Daily, from 8/22/2016 to 5/25/2017

Evidence of Completion

Dr. Carmichael will make note of students that will speak at functions.

G3. To improve efficiency on all EOC testing for all students. 10% increase pass rate on all EOC's. 1

G078236

G3.B1 Keeping classroom content aligned with state standards. 2

B205482

G3.B1.S1 Provide methods to teachers for keeping content aligned with state standards. 4

S217237

Strategy Rationale

So teachers are relieved of the stress of having to develop their own strategies to aligning content to standards.

Action Step 1 5

Provide instructional steps to aligning classroom content with standards.

Person Responsible

Jessica Balla

Schedule

On 11/23/2016

Evidence of Completion

IObservation data should display use of standard alignment in content.

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

Classroom observations with determine if teachers are aligning their instruction with standards.

Person Responsible

Clay Carmichael

Schedule

Every 2 Months, from 9/1/2016 to 5/5/2017

Evidence of Completion

IObservation results.

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

Results of EOC testing should give us positive feedback about the implementation of this strategy.

Person Responsible

Clay Carmichael

Schedule

On 5/12/2017

Evidence of Completion

Hopefully a 10% increase in EOC pass rate.

G4. One of the major components of a successful education program is to ensure that the instruction is directly aligned to the 'Florida State Standards'. PMHS endeavors to ensure that classroom instruction is carried out in such a manner that state standards are taught using the very best high yield strategies. 1

G076853

G4.B1 While many of our students have solid fictional reading skills, many struggle in non-fiction technical reading endeavors and backing up their arguments with textual evidence. 2

B201352

G4.B1.S1 Subject assigned non-fiction reading days with a strong emphasis upon "WICOR" strategies.

4

S213054

Strategy Rationale

Addressing each topic with writing, inquiry, collaboration, as well as reading (with an organizational emphasis) is the most credible approach to ensuring the desired results.

Action Step 1 5

Weekly WICOR strategies utilized for all class topics, non-fiction reading coupled with higher order thinking questions, and feedback. Monthly "Lesson Study" discussions with written feedback to teachers. Before the EOCs, teachers who tutor after school assist students with skills and strategies.

Person Responsible

Adrienne Paone

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Improved individual test scores especially lowest quartile and 'at-risk' students.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administration will ensure WICOR strategies utilized for all class topics, nonfiction reading coupled with higher order to questions, and feedback.

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/22/2016 to 5/25/2017

Evidence of Completion

Improved individual test scores especially lowest quartile and "at-risk" students.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Utilizing both formal formative and informal formative assessments.

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/22/2016 to 5/18/2017

Evidence of Completion

Improved test scores.

G5. Identify students who are failing those crucial courses that impend graduation providing those students with remediation both within the classroom as well as after school. Our initial remediation focus will be those courses which have high stakes test associated ie Algebra 1, Biology, Geometry etc. 1

G076854

G5.B1 Student access to staying after school for tutoring, test corrections, working with the teacher, etc. 2

B201354

G5.B1.S1 Providing transportation home, communication, allowing students to use elective classes for extra tutoring. 4

S213055

Strategy Rationale

Meeting students' basic needs and keeping them "in the know."

Action Step 1 5

Provide transportation home

Person Responsible

Clay Carmichael

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Percentage of students passing their EOCs.

Action Step 2 5

Parent communication

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/22/2016 to 4/28/2017

Evidence of Completion

Improved attendance at tutoring and school events.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Dr. Carmichael sends out text messages and phone alerts that he sends out regularly.

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Sign in logs for after-school tutoring, as well as PLC minutes regarding remediation, and mostly importantly, student academic success.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Increased student scores in daily class work as well as EOC scores.

Person Responsible

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Improved student grades in class work, quizzes, formative assessments, and EOCs.

G6. Increase our ability to adjust instruction based on visual cues (for example, non-engagement) and learning probes, PLCs and interactive professional development that impact instruction, sort data to adjust instructional approaches. 1

G076855

G6.B1 Reliance upon numbers only- staff re-framing their thinking in order to effectively use anecdotal data.

2

B201356

G6.B1.S1 Teachers using more anecdotal evidence of student learning and engagement, such as students holding up dry erase boards for instant feedback. 4

S213056

Strategy Rationale

The key to effective instruction is immediate feedback between students and teachers.

Action Step 1 5

Using tools and strategies for immediate feedback in the classroom.

Person Responsible

Adrienne Paone

Schedule

Weekly, from 8/22/2016 to 5/18/2017

Evidence of Completion

Teachers adjusting their instruction immediately, and ultimately, increased student success.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

iObservation

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/22/2016 to 5/25/2017

Evidence of Completion

Observation feedback provided by administrative team.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Student success and engagement.

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/22/2016 to 5/25/2017

Evidence of Completion

iObservation data.

G7. College/Post-Secondary bound atmosphere where 100% of the students are wholeheartedly preparing for that next step. 100% of our senior class, including at-risk students, will graduate career and college ready. 1

G076856

G7.B1 Many of our students come from dysfunctional home environments that are not positive and supportive, and because of this, these students do not feel comfortable in leadership roles at school. 2

B201357

G7.B1.S1 -Meet with all feeder pattern SAC's, parents etc... promoting AVID, IB and Career Academies. -Link Crew development and expansion (sponsored by Stephanie Toffaletti, Meredith Masiak, and Janice Cushman). -Multiple parent nights promoting post secondary education to include college/technical school applications, scholarships, as well as financial aid opportunities. -Multiple, on-campus-during the school day, college and technical school activities. 4

S213057

Strategy Rationale

Leadership is the key to everything, from character to academics.

Action Step 1 5

Tracking the number of scholarship and college/technical school applications. Celebrating the numbers and successes.

Person Responsible

Schedule

Weekly, from 8/22/2016 to 5/25/2017

Evidence of Completion

Constant increase in the number of college/technical school applications and scholarship awards.

Action Step 2 5

Academic Letter Breakfast and signings

Person Responsible

Schedule

Every 6 Weeks, from 8/22/2016 to 5/25/2017

Evidence of Completion

Academic Letter Breakfast and signings attended by students, parents, and staff.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Tracking progress of activities.

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/22/2016 to 5/25/2017

Evidence of Completion

Increase in number of students in leadership roles and activities.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Review both the SAC survey as well as anecdotal notes given to teachers.

Person Responsible

Clay Carmichael

Schedule

Annually, from 8/22/2016 to 5/25/2017

Evidence of Completion

Anecdotal review of impact upon activity.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2016					
G5.B1.S1.A1 A266062	Provide transportation home	Carmichael, Clay	8/15/2016	Percentage of students passing their EOCs.	5/26/2017 daily
G5.B1.S1.MA1 M258816	Increased student scores in daily class work as well as EOC scores.		8/15/2016	Improved student grades in class work, quizzes, formative assessments, and EOCs.	5/26/2017 weekly
G5.B1.S1.MA1 M258817	Dr. Carmichael sends out text messages and phone alerts that he sends out regularly.	Carmichael, Clay	8/15/2016	Sign in logs for after-school tutoring, as well as PLC minutes regarding remediation, and mostly importantly, student academic success.	5/26/2017 weekly
G5.MA1 M258818	DFAs, semester exams, and other formative assessments.	Carmichael, Clay	8/15/2016	Instructional strategies adjusted accordingly, as noted in iObservation.	5/26/2017 quarterly
G5.B1.S1.A2 A266063	Parent communication	Carmichael, Clay	8/22/2016	Improved attendance at tutoring and school events.	4/28/2017 weekly
G6.B1.S1.A1 A266064	Using tools and strategies for immediate feedback in the classroom.	Paone, Adrienne	8/22/2016	Teachers adjusting their instruction immediately, and ultimately, increased student success.	5/18/2017 weekly
G4.MA1 M258815	iObservations	Carmichael, Clay	8/22/2016	All teachers implementing non-fiction reading strategies, WICOR, as well as meaningfully participation in "lesson study" activities.	5/18/2017 biweekly
G4.B1.S1.MA1 M258813	Utilizing both formal formative and informal formative assessments.	Carmichael, Clay	8/22/2016	Improved test scores.	5/18/2017 weekly
G1.MA1 M269190	Monitor the amount of student or parents that have complaints regarding grading.	Carmichael, Clay	8/22/2016	Documentation of correspondence with parents or students expressing concerns about grading.	5/25/2017 one-time
G1.B1.S1.MA1 M269188	Administrators will look for 'clear explanation of goals and grades' in classroom observations.	Carmichael, Clay	8/22/2016	iObservation notes.	5/25/2017 weekly
G7.MA1 M258824	Review of number of activities completed and number of activities planned for the next year.	Carmichael, Clay	8/22/2016	Count and impact upon the school culture.	5/25/2017 annually
G6.MA1 M258821	Student data, anecdotal and formative.	Carmichael, Clay	8/22/2016	Increased standardized assessment scores.	5/25/2017 weekly
G4.B1.S1.MA1 M258814	Administration will ensure WICOR strategies utilized for all class topics, nonfiction reading...	Carmichael, Clay	8/22/2016	Improved individual test scores especially lowest quartile and "at-risk" students.	5/25/2017 weekly
G1.B1.S1.A1 A273799	Make staff aware of the school wide grading guidelines and expectations. Monitor that teachers are...	Carmichael, Clay	8/22/2016	iObservation notes. Talking points in faculty meetings and PLCs.	5/25/2017 weekly
G6.B1.S1.MA1 M258819	Student success and engagement.	Carmichael, Clay	8/22/2016	iObservation data.	5/25/2017 weekly
G2.B1.S1.MA1 M269183	Encourage top students to promote their club or program in order to increase participation.	Carmichael, Clay	8/22/2016	Dr. Carmichael will make note of students that will speak at functions.	5/25/2017 daily
G2.MA1 M269184	List of enrollment in various programs.	Carmichael, Clay	8/22/2016		5/25/2017 one-time
G7.B1.S1.MA1 M258822	Review both the SAC survey as well as anecdotal notes given to teachers.	Carmichael, Clay	8/22/2016	Anecdotal review of impact upon activity.	5/25/2017 annually
G7.B1.S1.MA1 M258823	Tracking progress of activities.	Carmichael, Clay	8/22/2016	Increase in number of students in leadership roles and activities.	5/25/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B1.S1.A1 A266065	Tracking the number of scholarship and college/technical school applications. Celebrating the...		8/22/2016	Constant increase in the number of college/technical school applications and scholarship awards.	5/25/2017 weekly
G7.B1.S1.A2 A266066	Academic Letter Breakfast and signings		8/22/2016	Academic Letter Breakfast and signings attended by students, parents, and staff.	5/25/2017 every-6-weeks
G1.B1.S1.MA1 M269189	Techniques for effective methods to show explicit expectations for assessment/lesson goals will be...	Carmichael, Clay	8/22/2016	IObsevation notes.	5/25/2017 monthly
G2.B1.S1.A1 A273795	Allow ambassadors to present their success stories to classrooms at least once a year. Make sure...	Danner, Christine	8/22/2016		5/25/2017 quarterly
G2.B1.S1.MA1 M269180	Keep track of speakers at community events and school functions.	Danner, Christine	8/22/2016	Video or presentation notes from speakers.	5/25/2017 semiannually
G6.B1.S1.MA1 M258820	iObservation	Carmichael, Clay	8/22/2016	Observation feedback provided by administrative team.	5/25/2017 weekly
G4.B1.S1.A1 A266061	Weekly WICOR strategies utilized for all class topics, non-fiction reading coupled with higher...	Paone, Adrienne	8/22/2016	Improved individual test scores especially lowest quartile and 'at-risk' students.	5/26/2017 monthly
G3.B1.S1.MA1 M267532	Classroom observations with determine if teachers are aligning their instruction with standards.	Carmichael, Clay	9/1/2016	IObservation results.	5/5/2017 every-2-months
G3.B1.S1.A1 A272624	Provide instructional steps to aligning classroom content with standards.	Balla, Jessica	10/19/2016	IObservation data should display use of standard alignment in content.	11/23/2016 one-time
2017					
G3.B1.S1.MA1 M267533	Results of EOC testing should give us positive feedback about the implementation of this strategy.	Carmichael, Clay	5/12/2017	Hopefully a 10% increase in EOC pass rate.	5/12/2017 one-time
G3.MA1 M267534	EOC pass rates will increase by 10%	Carmichael, Clay	5/12/2017	EOC scores	5/12/2017 one-time

V. Professional Development Opportunities

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

G3. To improve efficiency on all EOC testing for all students. 10% increase pass rate on all EOC's.

G3.B1 Keeping classroom content aligned with state standards.

G3.B1.S1 Provide methods to teachers for keeping content aligned with state standards.

PD Opportunity 1

Provide instructional steps to aligning classroom content with standards.

Facilitator

Clay Carmichael

Participants

PMHS Instructional Staff

Schedule

On 11/23/2016

G4. One of the major components of a successful education program is to ensure that the instruction is directly aligned to the 'Florida State Standards'. PMHS endeavors to ensure that classroom instruction is carried out in such a manner that state standards are taught using the very best high yield strategies.

G4.B1 While many of our students have solid fictional reading skills, many struggle in non-fiction technical reading endeavors and backing up their arguments with textual evidence.

G4.B1.S1 Subject assigned non-fiction reading days with a strong emphasis upon "WICOR" strategies.

PD Opportunity 1

Weekly WICOR strategies utilized for all class topics, non-fiction reading coupled with higher order thinking questions, and feedback. Monthly "Lesson Study" discussions with written feedback to teachers. Before the EOCs, teachers who tutor after school assist students with skills and strategies.

Facilitator

Administrative team, ILC

Participants

Faculty

Schedule

Monthly, from 8/22/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

Budget Data

1	G1.B1.S1.A1	Make staff aware of the school wide grading guidelines and expectations. Monitor that teachers are using these guidelines on daily basis.				\$0.00
2	G2.B1.S1.A1	Allow ambassadors to present their success stories to classrooms at least once a year. Make sure we have strong ambassadors at Open House and community events to promote their programs.				\$0.00
3	G3.B1.S1.A1	Provide instructional steps to aligning classroom content with standards.				\$0.00
4	G4.B1.S1.A1	Weekly WICOR strategies utilized for all class topics, non-fiction reading coupled with higher order thinking questions, and feedback. Monthly "Lesson Study" discussions with written feedback to teachers. Before the EOCs, teachers who tutor after school assist students with skills and strategies.				\$0.00
5	G5.B1.S1.A1	Provide transportation home				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$15,000.00
			<i>Notes: \$15,000 for buses and tutors</i>			
6	G5.B1.S1.A2	Parent communication				\$0.00
7	G6.B1.S1.A1	Using tools and strategies for immediate feedback in the classroom.				\$0.00
8	G7.B1.S1.A1	Tracking the number of scholarship and college/technical school applications. Celebrating the numbers and successes.				\$0.00
9	G7.B1.S1.A2	Academic Letter Breakfast and signings				\$0.00
					Total:	\$15,000.00