

St. Johns County School District

Pedro Menendez High School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	No	41%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	A*	A

**Informational Baseline School Grade*

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

School Board Approval

This plan 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Pedro Menendez High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

"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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	84	96	92	119	391
One or more suspensions	0	0	0	0	0	0	0	0	0	84	75	67	40	266
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	32	55	52	54	193
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	94	65	48	38	245

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	81	79	74	63	297

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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

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
Neff, Kate	Instructional Media
Paone, Adrienne	
Simpkins, David	Assistant Principal
Danner, Christine	Teacher, Career/Technical
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 Rtl 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 phone 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 have identified this subgroup of students, among others, that might 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
Roger Williams	Parent
Nancy Little	Business/Community
Ann Marie Darcy	Parent
Marcia Poston	Parent
Diana Churchill	Parent
Tammy Simmons	Parent
Paul Villavisanis	Teacher
Isabelle Pitcher	Parent
Alexandra Phillips	Parent
Denise Sadowski	Parent
Lori Canoura	Student
Rebecca "Rivkah" Furhmann	Student
Chris Cofield	Teacher
Peyton Pitcher	Student
Kimberly Lippo	Education Support Employee
Jessica Lengyel	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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
Stasky, Nicole	Teacher, K-12
Balla, Jessica	Assistant Principal
Morgan, Brian	Assistant Principal
Radaker, Brooke	Teacher, K-12
Smith, Christina	Teacher, K-12

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

We will focus upon Domain 2 of Marzano's Teacher Evaluation Model, 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.

Brian Morgan, Assistant Principal, 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 2017-2018 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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 courses 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, AP, 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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.** All instructional staff will use effective lesson planning strategies focused on standard based instruction.
- G2.** Ensure that ALL monthly faculty meetings are "Learning Events" and that all participants leave with valuable information regarding effective leadership or instruction.
- G3.** Effectively use Professional Learning Centers school wide to improve student performance.
- G4.** To have all staff effectively use their deliberate practice to increase proficiency in aligning instruction with standards.
- G5.** 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.
- G6.** Increase student participation by 33% in school initiatives. This includes but is not limited to IB, AVID, Athletics, Academies and Clubs.
- G7.** To improve efficiency on all EOC testing for all students. 10% increase pass rate on all EOC's.
- G8.** 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.
- G9.** 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.

- G10.** 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.
- G11.** 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”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. All instructional staff will use effective lesson planning strategies focused on standard based instruction.

1a

G092284

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (VAM)	100.0

Targeted Barriers to Achieving the Goal 3

- Lack of rigorous instruction within lesson plans.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G1. 8

Student and teacher data

Person Responsible

Clay Carmichael

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Teacher data within iObservation and student data within Performance Plus/Eschool Plus.

G2. Ensure that ALL monthly faculty meetings are "Learning Events" and that all participants leave with valuable information regarding effective leadership or instruction. 1a

G092277

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Low attendance to monthly faculty meetings and time constraints.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly effective teachers and effective AVID, IB, Marzano strategies.

Plan to Monitor Progress Toward G2. 8

Feedback from Faculty on strategies being shared.

Person Responsible

Clay Carmichael

Schedule

Monthly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Feedback from Instructional Staff.

G3. Effectively use Professional Learning Centers school wide to improve student performance. 1a

G091588

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	100.0

Targeted Barriers to Achieving the Goal 3

- Staff not attending monthly PLC's and/or not facilitating effective PLC's.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G3. 8

Meeting minutes with attendance.

Person Responsible

Jessica Balla

Schedule

Monthly, from 8/28/2017 to 4/27/2018

Evidence of Completion

Meeting Minutes

G4. To have all staff effectively use their deliberate practice to increase proficiency in aligning instruction with standards. 1a

G091587

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Teachers not using I-Observation as a tool to monitor growth and develop best practices.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G4. 8

Uploaded documents or reflections in I-Observation.

Person Responsible

Clay Carmichael

Schedule

Biweekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Student data. Documents or notes added to I-Observation.

G5. 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

G088707

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 Help Reduce or Eliminate the Barriers 2

•

Plan to Monitor Progress Toward G5. 8

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

Person Responsible

Clay Carmichael

Schedule

On 5/18/2018

Evidence of Completion

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

G6. Increase student participation by 33% in school initiatives. This includes but is not limited to IB, AVID, Athletics, Academies and Clubs. 1a

G088708

Targets Supported 1b

Indicator	Annual Target
	33.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Club, Academy, IB, AVID and Athletic Leadership Council

Plan to Monitor Progress Toward G6. 8

List of enrollment in various programs.

Person Responsible

Clay Carmichael

Schedule

On 5/18/2018

Evidence of Completion

G7. To improve efficiency on all EOC testing for all students. 10% increase pass rate on all EOC's. 1a

G088709

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	10.0
Algebra I 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 Help Reduce or Eliminate the Barriers 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 G7. 8

EOC pass rates will increase by 10%

Person Responsible

Clay Carmichael

Schedule

On 5/25/2018

Evidence of Completion

EOC scores

G8. 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

G088710

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 Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G8. 8

iObservations

Person Responsible

Clay Carmichael

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

G9. 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

G088711

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 Help Reduce or Eliminate the Barriers 2

- Administrative team, guidance counselors, all faculty

Plan to Monitor Progress Toward G9. 8

DFAs, semester exams, and other formative assessments.

Person Responsible

Clay Carmichael

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Instructional strategies adjusted accordingly, as noted in iObservation.

G10. 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

G088712

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 Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G10. 8

Student data, anecdotal and formative.

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Increased standardized assessment scores.

G11. 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

G088713

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 Help Reduce or Eliminate the Barriers 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 G11. 8

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

Person Responsible

Clay Carmichael

Schedule

Annually, from 8/10/2017 to 5/25/2018

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. All instructional staff will use effective lesson planning strategies focused on standard based instruction.

1

 G092284

G1.B2 Lack of rigorous instruction within lesson plans. **2**

 B247233

G1.B2.S1 Teachers will receive support for effective lesson planning within PLC meetings and monthly faculty meetings. **4**

 S260512

Strategy Rationale

Action Step 1 **5**

PLC's and monthly learning events will include support for effective lesson planning.

Person Responsible

Jessica Balla

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Documentation from monthly meetings.

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

Lesson plans will be evaluated during all observations.

Person Responsible

Clay Carmichael

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data in IObservation

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

Student Data

Person Responsible

Clay Carmichael

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data from mid-terms, EOC's, FSA, DFA's and final exams.

G2. Ensure that ALL monthly faculty meetings are "Learning Events" and that all participants leave with valuable information regarding effective leadership or instruction. 1

G092277

G2.B1 Low attendance to monthly faculty meetings and time constraints. 2

B247202

G2.B1.S1 Make sure all faculty are aware of monthly meeting requirements. Focus on one high yield strategy per meeting. 4

S260483

Strategy Rationale

Action Step 1 5

Have teacher leaders share high yield strategies with the faculty.

Person Responsible

Jessica Balla

Schedule

Monthly, from 8/18/2017 to 5/25/2018

Evidence of Completion

Documentation from monthly "Learning Events"

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

Each month will focus on one new strategy. Ask for feed back from instructional staff to see if strategies are effective.

Person Responsible

Clay Carmichael

Schedule

Monthly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Documentation from "Learning Events." Feedback from Instructional staff.

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

Faculty feedback will determine effectiveness.

Person Responsible

Clay Carmichael

Schedule

Monthly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Feed back from instruction staff.

G3. Effectively use Professional Learning Centers school wide to improve student performance. 1

G091588

G3.B1 Staff not attending monthly PLC's and/or not facilitating effective PLC's. 2

B245095

G3.B1.S1 Ensure attendance of all staff members at monthly meetings. 4

S258346

Strategy Rationale

Staff members must be present in order to gain valuable tools from the PLC's.

Action Step 1 5

Review meeting attendance to ensure all staff is present.

Person Responsible

Jessica Balla

Schedule

Monthly, from 8/28/2017 to 4/27/2018

Evidence of Completion

Meeting Minutes

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

Sit in on various PLC's to make sure that attendance is accurate.

Person Responsible

Jessica Balla

Schedule

Monthly, from 8/28/2017 to 4/27/2018

Evidence of Completion

Meeting Minutes

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

Review growth of PLC topics from month to month.

Person Responsible

Jessica Balla

Schedule

Monthly, from 8/28/2017 to 4/27/2018

Evidence of Completion

Meeting Minutes

G3.B1.S2 Review meeting minutes or periodically sit in on PLC's to monitor if they are being facilitated effectively. 4

 S258347

Strategy Rationale

Ensuring that the appropriate topics are being discussed will ensure that staff members are increasing their effectiveness.

Action Step 1 5

Support PLC leaders to help them facilitate effective meetings.

Person Responsible

Jessica Balla

Schedule

On 4/27/2018

Evidence of Completion

Meeting Minutes and/or documentation from PLC meetings. Classroom observations to see if teachers are effectively using PLC strategies. We can also review Student Data to check for gains, especially in the lowest quartile.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Cross check strategies or best practices discussed in PLC's with what is happening in the classroom via observations.

Person Responsible

Jessica Balla

Schedule

Monthly, from 8/28/2017 to 4/27/2018

Evidence of Completion

Meeting Minutes and/or documentation from PLC meetings. Evidence that information from meetings is being used in the classroom.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Support PLC leaders in developing valuable content for their meetings.

Person Responsible

Jessica Balla

Schedule

Monthly, from 8/28/2017 to 4/27/2018

Evidence of Completion

Meeting Minutes and/or documentation from PLC meetings.

G4. To have all staff effectively use their deliberate practice to increase proficiency in aligning instruction with standards. 1

G091587

G4.B1 Teachers not using I-Observation as a tool to monitor growth and develop best practices. 2

B245093

G4.B1.S1 Monitor I-Observation to see that Teachers are using it effectively. 4

S258341

Strategy Rationale

Action Step 1 5

Periodically check that teachers are effectively using I-Observation. The focus will be on new teachers and teachers of courses that have an state determined EOC.

Person Responsible

Clay Carmichael

Schedule

Biweekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Administrators will be able to see activity in I-Observation that proves teachers are using it as an effective tool.

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

Periodic checks of I-Observation.

Person Responsible

Clay Carmichael

Schedule

Biweekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Evidence that teachers are using I-Observation. Either uploading documents, recording data, checking of action steps, etc...

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

Periodically monitor I-Observation to see that it is being used effectively. Encourage teachers to use I-Ob on a regular basis.

Person Responsible

Clay Carmichael

Schedule

Biweekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

G5. 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

G088707

G5.B1 Teachers not posting grades in a timely manner or not being clear about assessment expectations.

2

B236031

G5.B1.S1 Monitor classrooms to ensure teachers are expressing the expectations of assignments and assessments. 4

S248834

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 8/10/2017 to 5/18/2018

Evidence of Completion

IObservation notes. Talking points in faculty meetings and PLCs.

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

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

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

IObservation notes.

Plan to Monitor Effectiveness of Implementation of G5.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 8/28/2017 to 5/18/2018

Evidence of Completion

IObsevation notes.

G6. Increase student participation by 33% in school initiatives. This includes but is not limited to IB, AVID, Athletics, Academies and Clubs. 1

G088708

G6.B1 Students not hearing about school initiatives and learning about the benefits they can offer. 2

B236032

G6.B1.S1 Allow ambassadors to present their success stories as a result of being involved in school initiatives. Past and present ambassadors. 4

S248835

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 8/10/2017 to 5/18/2018

Evidence of Completion

Increased enrollment in educational groups. Increased attendance at athletic and other after school events. Increased participation in all athletic programs.

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

Keep track of speakers at community events and school functions.

Person Responsible

Christine Danner

Schedule

Semiannually, from 8/10/2017 to 5/18/2018

Evidence of Completion

Video or presentation notes from speakers.

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

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

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

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

G7. To improve efficiency on all EOC testing for all students. 10% increase pass rate on all EOC's. 1

G088709

G7.B1 Keeping classroom content aligned with state standards. 2

B236033

G7.B1.S1 Provide methods to teachers for keeping content aligned with state standards. 4

S248836

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 9/1/2017

Evidence of Completion

IObservation data should display use of standard alignment in content.

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

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

Person Responsible

Clay Carmichael

Schedule

Every 2 Months, from 8/10/2017 to 5/25/2018

Evidence of Completion

IObservation results.

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

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

Person Responsible

Clay Carmichael

Schedule

On 5/25/2018

Evidence of Completion

A 10% increase in EOC pass rate.

G8. 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

G088710

G8.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

B236035

G8.B1.S1 Subject assigned non-fiction reading days with a strong emphasis upon "WICOR" strategies.

4

S248838

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

Brian Morgan

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G8.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 8/10/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Utilizing both formal formative and informal formative assessments.

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Improved test scores.

G9. 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

G088711

G9.B1 Student access to staying after school for tutoring, test corrections, working with the teacher, etc. 2

B236037

G9.B1.S1 Providing transportation home and regular communication with home. 4

S248839

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 8/10/2017 to 5/25/2018

Evidence of Completion

Percentage of students passing their EOCs.

Action Step 2 5

Parent communication

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Improved attendance at tutoring and school events.

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

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

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/10/2017 to 5/25/2018

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 G9.B1.S1 7

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

Person Responsible

David Simpkins

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

G10. 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

G088712

G10.B1 Reliance upon numbers only- staff re-framing their thinking in order to effectively use anecdotal data. 2

B236039

G10.B1.S1 Teachers using more anecdotal evidence of student learning and engagement, such as students holding up dry erase boards for instant feedback. 4

S248840

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

Brian Morgan

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

iObservation

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Observation feedback provided by administrative team.

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 7

Student success and engagement.

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

iObservation data.

G11. 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

G088713

G11.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

B236040

G11.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 Toffalett and Meredith Masiak. -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

S248841

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

Brian Morgan

Schedule

Weekly, from 8/10/2017 to 5/25/2018

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

Brian Morgan

Schedule

Every 6 Weeks, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G11.B1.S1 6

Tracking progress of activities.

Person Responsible

Clay Carmichael

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Increase in number of students in leadership roles and activities.

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 7

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

Person Responsible

Clay Carmichael

Schedule

Annually, from 8/10/2017 to 5/25/2018

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
2018					
G7.B1.S1.A1 A324635	Provide instructional steps to aligning classroom content with standards.	Balla, Jessica	8/7/2017	IObservation data should display use of standard alignment in content.	9/1/2017 one-time
G3.B1.S1.MA1 M359167	Sit in on various PLC's to make sure that attendance is accurate.	Balla, Jessica	8/28/2017	Meeting Minutes	4/27/2018 monthly
G3.MA1 M359169	Meeting minutes with attendance.	Balla, Jessica	8/28/2017	Meeting Minutes	4/27/2018 monthly
G3.B1.S1.MA1 M359168	Review growth of PLC topics from month to month.	Balla, Jessica	8/28/2017	Meeting Minutes	4/27/2018 monthly
G3.B1.S2.A1 A339564	Support PLC leaders to help them facilitate effective meetings.	Balla, Jessica	8/28/2017	Meeting Minutes and/or documentation from PLC meetings. Classroom observations to see if teachers are effectively using PLC strategies. We can also review Student Data to check for gains, especially in the lowest quartile.	4/27/2018 one-time
G3.B1.S1.A1 A339561	Review meeting attendance to ensure all staff is present.	Balla, Jessica	8/28/2017	Meeting Minutes	4/27/2018 monthly
G3.B1.S2.MA1 M359170	Cross check strategies or best practices discussed in PLC's with what is happening in the classroom...	Balla, Jessica	8/28/2017	Meeting Minutes and/or documentation from PLC meetings. Evidence that information from meetings is being used in the classroom.	4/27/2018 monthly
G3.B1.S2.MA1 M359171	Support PLC leaders in developing valuable content for their meetings.	Balla, Jessica	8/28/2017	Meeting Minutes and/or documentation from PLC meetings.	4/27/2018 monthly
G5.B1.S1.MA1 M338827	Techniques for effective methods to show explicit expectations for assessment/lesson goals will be...	Carmichael, Clay	8/28/2017	IObsevation notes.	5/18/2018 monthly
G2.B1.S1.MA1 M363779	Faculty feedback will determine effectiveness.	Carmichael, Clay	8/18/2017	Feed back from instruction staff.	5/18/2018 monthly
G6.MA1 M338832	List of enrollment in various programs.	Carmichael, Clay	8/18/2017		5/18/2018 one-time
G2.B1.S1.MA1 M363774	Each month will focus on one new strategy. Ask for feed back from instructional staff to see if...	Carmichael, Clay	8/18/2017	Documentation from "Learning Events." Feedback from Instructional staff.	5/18/2018 monthly
G5.B1.S1.MA1 M338828	Administrators will look for 'clear explanation of goals and grades' in classroom observations.	Carmichael, Clay	8/28/2017	IObservation notes.	5/18/2018 weekly
G5.B1.S1.A1 A324633	Make staff aware of the school wide grading guidelines and expectations. Monitor that teachers are...	Carmichael, Clay	8/10/2017	IObservation notes. Talking points in faculty meetings and PLCs.	5/18/2018 weekly
G6.B1.S1.MA1 M338830	Encourage top students to promote their club or program in order to increase participation.	Carmichael, Clay	8/10/2017	Dr. Carmichael will make note of students that will speak at functions.	5/18/2018 weekly
G6.B1.S1.MA1 M338831	Keep track of speakers at community events and school functions.	Danner, Christine	8/10/2017	Video or presentation notes from speakers.	5/18/2018 semiannually
G6.B1.S1.A1 A324634	Allow ambassadors to present their success stories to classrooms at least once a year. Make sure...	Danner, Christine	8/10/2017	Increased enrollment in educational groups. Increased attendance at athletic and other after school events. Increased participation in all athletic programs.	5/18/2018 quarterly
G5.MA1 M338829	Monitor the amount of student or parents that have complaints regarding grading.	Carmichael, Clay	8/28/2017	Documentation of correspondence with parents or students expressing concerns about grading.	5/18/2018 one-time

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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
G4.MA1 M359163	Uploaded documents or reflections in I-Observation.	Carmichael, Clay	8/28/2017	Student data. Documents or notes added to I-Observation.	5/18/2018 biweekly
G2.MA1 M363780	Feedback from Faculty on strategies being shared.	Carmichael, Clay	8/18/2017	Feedback from Instructional Staff.	5/18/2018 monthly
G4.B1.S1.A1 A339543	Periodically check that teachers are effectively using I-Observation. The focus will be on new...	Carmichael, Clay	8/28/2017	Administrators will be able to see activity in I-Observation that proves teachers are using it as an effective tool.	5/18/2018 biweekly
G4.B1.S1.MA1 M359158	Periodic checks of I-Observation.	Carmichael, Clay	8/28/2017	Evidence that teachers are using I-Observation. Either uploading documents, recording data, checking of action steps, etc...	5/18/2018 biweekly
G4.B1.S1.MA1 M359159	Periodically monitor I-Observation to see that it is being used effectively. Encourage teachers to...	Carmichael, Clay	8/28/2017		5/18/2018 biweekly
G9.B1.S1.MA1 M338840	Dr. Carmichael sends out text messages and phone alerts that he sends out regularly.	Carmichael, Clay	8/10/2017	Sign in logs for after-school tutoring, as well as PLC minutes regarding remediation, and mostly importantly, student academic success.	5/25/2018 weekly
G9.B1.S1.MA1 M338839	Increased student scores in daily class work as well as EOC scores.	Simpkins, David	8/10/2017	Improved student grades in class work, quizzes, formative assessments, and EOCs.	5/25/2018 weekly
G9.B1.S1.A1 A324637	Provide transportation home	Carmichael, Clay	8/10/2017	Percentage of students passing their EOCs.	5/25/2018 daily
G9.B1.S1.A2 A324638	Parent communication	Carmichael, Clay	8/10/2017	Improved attendance at tutoring and school events.	5/25/2018 weekly
G10.B1.S1.MA1 M338842	Student success and engagement.	Carmichael, Clay	8/10/2017	iObservation data.	5/25/2018 weekly
G10.B1.S1.MA1 M338843	iObservation	Carmichael, Clay	8/10/2017	Observation feedback provided by administrative team.	5/25/2018 weekly
G10.B1.S1.A1 A324639	Using tools and strategies for immediate feedback in the classroom.	Morgan, Brian	8/10/2017	Teachers adjusting their instruction immediately, and ultimately, increased student success.	5/25/2018 weekly
G11.B1.S1.MA1 M338845	Review both the SAC survey as well as anecdotal notes given to teachers.	Carmichael, Clay	8/10/2017	Anecdotal review of impact upon activity.	5/25/2018 annually
G11.B1.S1.MA1 M338846	Tracking progress of activities.	Carmichael, Clay	8/10/2017	Increase in number of students in leadership roles and activities.	5/25/2018 weekly
G11.B1.S1.A1 A324640	Tracking the number of scholarship and college/technical school applications. Celebrating the...	Morgan, Brian	8/10/2017	Constant increase in the number of college/technical school applications and scholarship awards.	5/25/2018 weekly
G11.B1.S1.A2 A324641	Academic Letter Breakfast and signings	Morgan, Brian	8/10/2017	Academic Letter Breakfast and signings attended by students, parents, and staff.	5/25/2018 every-6-weeks
G8.B1.S1.A1 A324636	Weekly WICOR strategies utilized for all class topics, non-fiction reading coupled with higher...	Morgan, Brian	8/10/2017	Improved individual test scores especially lowest quartile and 'at-risk' students.	5/25/2018 monthly
G8.B1.S1.MA1 M338837	Administration will ensure WICOR strategies utilized for all class topics, nonfiction reading...	Carmichael, Clay	8/10/2017	Improved individual test scores especially lowest quartile and "at-risk" students.	5/25/2018 weekly
G8.B1.S1.MA1 M338836	Utilizing both formal formative and informal formative assessments.	Carmichael, Clay	8/10/2017	Improved test scores.	5/25/2018 weekly
G7.B1.S1.MA1 M338834	Classroom observations will determine if teachers are aligning their instruction with standards.	Carmichael, Clay	8/10/2017	IObservation results.	5/25/2018 every-2-months

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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.MA1 M338833	Results of EOC testing should give us positive feedback about the implementation of this strategy.	Carmichael, Clay	5/1/2018	A 10% increase in EOC pass rate.	5/25/2018 one-time
G11.MA1 M338847	Review of number of activities completed and number of activities planned for the next year.	Carmichael, Clay	8/10/2017	Count and impact upon the school culture.	5/25/2018 annually
G10.MA1 M338844	Student data, anecdotal and formative.	Carmichael, Clay	8/10/2017	Increased standardized assessment scores.	5/25/2018 weekly
G9.MA1 M338841	DFAs, semester exams, and other formative assessments.	Carmichael, Clay	8/10/2017	Instructional strategies adjusted accordingly, as noted in iObservation.	5/25/2018 quarterly
G2.B1.S1.A1 A343035	Have teacher leaders share high yield strategies with the faculty.	Balla, Jessica	8/18/2017	Documentation from monthly "Learning Events"	5/25/2018 monthly
G1.B2.S1.MA1 M363821	Student Data	Carmichael, Clay	8/10/2017	Data from mid-terms, EOC's, FSA, DFA's and final exams.	5/25/2018 quarterly
G1.B2.S1.MA1 M363820	Lesson plans will be evaluated during all observations.	Carmichael, Clay	8/10/2017	Data in IObservation	5/25/2018 monthly
G1.B2.S1.A1 A343079	PLC's and monthly learning events will include support for effective lesson planning.	Balla, Jessica	8/10/2017	Documentation from monthly meetings.	5/25/2018 monthly
G8.MA1 M338838	iObservations	Carmichael, Clay	8/10/2017	All teachers implementing non-fiction reading strategies, WICOR ,as well as meaningfully participation in "lesson study" activities.	5/25/2018 biweekly
G7.MA1 M338835	EOC pass rates will increase by 10%	Carmichael, Clay	5/1/2018	EOC scores	5/25/2018 one-time
G1.MA1 M363823	Student and teacher data	Carmichael, Clay	8/10/2017	Teacher data within iObservation and student data within Performance Plus/ Eschool Plus.	5/25/2018 quarterly

V. Professional Development Opportunities

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

G1. All instructional staff will use effective lesson planning strategies focused on standard based instruction.

G1.B2 Lack of rigorous instruction within lesson plans.

G1.B2.S1 Teachers will receive support for effective lesson planning within PLC meetings and monthly faculty meetings.

PD Opportunity 1

PLC's and monthly learning events will include support for effective lesson planning.

Facilitator

Dr. Clay Carmichael

Participants

PMHS Instructional Staff

Schedule

Monthly, from 8/10/2017 to 5/25/2018

G2. Ensure that ALL monthly faculty meetings are "Learning Events" and that all participants leave with valuable information regarding effective leadership or instruction.

G2.B1 Low attendance to monthly faculty meetings and time constraints.

G2.B1.S1 Make sure all faculty are aware of monthly meeting requirements. Focus on one high yield strategy per meeting.

PD Opportunity 1

Have teacher leaders share high yield strategies with the faculty.

Facilitator

Dr. Clay Carmichael

Participants

PMHS Instructional staff

Schedule

Monthly, from 8/18/2017 to 5/25/2018

G7. To improve efficiency on all EOC testing for all students. 10% increase pass rate on all EOC's.

G7.B1 Keeping classroom content aligned with state standards.

G7.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 9/1/2017

G8. 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.

G8.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.

G8.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 8/10/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	PLC's and monthly learning events will include support for effective lesson planning.				\$0.00
2	G10.B1.S1.A1	Using tools and strategies for immediate feedback in the classroom.				\$0.00
3	G11.B1.S1.A1	Tracking the number of scholarship and college/technical school applications. Celebrating the numbers and successes.				\$0.00
4	G11.B1.S1.A2	Academic Letter Breakfast and signings				\$0.00
5	G2.B1.S1.A1	Have teacher leaders share high yield strategies with the faculty.				\$0.00
6	G3.B1.S1.A1	Review meeting attendance to ensure all staff is present.				\$0.00
7	G3.B1.S2.A1	Support PLC leaders to help them facilitate effective meetings.				\$0.00
8	G4.B1.S1.A1	Periodically check that teachers are effectively using I-Observation. The focus will be on new teachers and teachers of courses that have an state determined EOC.				\$0.00
9	G5.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
10	G6.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
11	G7.B1.S1.A1	Provide instructional steps to aligning classroom content with standards.				\$0.00
12	G8.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
13	G9.B1.S1.A1	Provide transportation home				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		\$15,000.00
			<i>Notes: \$15,000 for buses and tutors</i>			
14	G9.B1.S1.A2	Parent communication				\$0.00
					Total:	\$15,000.00