

Putnam County School District

Palatka High School



2015-16 School Improvement Plan

Palatka High School

302 MELLON RD, Palatka, FL 32177

phs.putnamschools.org

School Demographics

School Type

High

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate
(As Reported on Survey 2)

100%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate
(Reported as Non-white on Survey 2)

44%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Putnam County School Board on 12/8/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide an environment of high expectations and support for all students. It is our belief that all students can learn at high levels and develop the knowledge and skills necessary to be successful in post-secondary studies, career, and military.

Provide the school's vision statement

We will create an environment of high expectations and support so that students may be successful in post-secondary studies, career, and military.

School Environment

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

Palatka High School offers many opportunities for relationships to form between families, students and teachers. Registration is open to parents and students as a time to meet teachers and view the campus before the school year begins. Open house follows early in the year and provides another opportunity for teachers and administrators to meet families and build relationships. The freshmen students have the opportunity to participate in PIT CREW new student orientation. PIT CREW is a group of students and teachers who host an orientation session the week before school starts for all incoming 9th grade students. Our guidance counselors meet with students daily and facilitate meetings between teachers, parents and students to further strengthen the family/home connection. This year, our school implemented an hour-long lunch period during which all students have the opportunity to participate during the school day in tutoring and clubs. As teachers sponsor these activities, this time provides another opportunity to learn about students and build relationships. Palatka High implemented a mentoring program, PASCAR (Panthers Academic Social Career Amazing Race), as part of our the AdvancED Initiative. Students were divided into teams and assigned to a faculty or staff member. During PASCAR team meetings, approximately 15 students each are assigned to a mentor teacher who meets with them once a week during the one-hour lunch period for 30 minutes.

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

Administrators, deans, instructional assistants, and resource officers monitor students during the required thirty minutes before and after school. Each period during the school day, these same personnel are joined by teachers greeting students entering classrooms as they monitor student movement from class to class. All exit doors are secured to prevent outsiders from entering the building without first checking in and receiving a pass to be on campus from the front office. These large, yellow passes worn by visitors are easily visible and allow easy monitoring of visitors. All school personnel wear school or county identification badges. The campus is fenced and gated with all gates locked during the school day with the exception of one. This entrance is monitored by a security person for whom visitors to campus must give identification before being approved for entry onto campus. Palatka High School employs two resource officers hired from the Putnam County Sheriff's Office to assist with student safety. After school activities are overseen by assigned administrators to monitor the behavior and safety of students. Palatka High School complies with the required number

of safety drills including fire and Code Red drills to prepare students, faculty and staff for emergency situations.

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

During the first week of school, the Code of Conduct is presented to students along with the Palatka High School Compact, a document created by stakeholders requiring principal, teacher, parent, and student signatures evidencing understanding and acceptance of each stakeholder's responsibility to the creation of a quality education. Class rules are posted prominently in each classroom as a reminder of the teacher's expectations. If class rules are broken, documentation of consequences are required and must include parent contact. Offenses, such as fighting, open defiance, or severe disruptions of instruction may be immediately referred to the Dean's office. Teachers are trained in the Marzano Art and Science of Teaching Evaluation Model, a research based model proven to positively impact student achievement through engaging teaching practices.

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

Palatka High School ensures the social-emotional needs of all students by providing guidance and counseling services to all students. Each student is assigned to one of four counselors who are available to assist students as needed. District, community and state agency representatives, law enforcement, teachers and administrators work together with families to meet the needs of students through the MTSS process. MTSS is firmly established with effective guidelines to assure student needs are met at each tier. PASCAR is a mentoring program created to build relationships between faculty and students. For thirty minutes once a week, students meet with their PASCAR team where social and academic concerns can be discussed strengthening the student's connection to school. Various club and sport opportunities are available to students where mentoring and counseling are provided by staff to student participants.

Early Warning Systems

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

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

The early warning systems for Palatka High School include:

- *Attendance (Below 90 percent)
- *One or more suspensions, whether in school or out of school
- *Failure of English Language Arts or Mathematics
- *Level 1 on FCAT 2.0 or non-passing of FSA 10th English Language Arts
- *Failure of Alg. I EOC

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	161	120	121	125	527
One or more suspensions	32	81	42	31	186
Course failure in ELA or Math	142	101	86	49	378
Level 1 on statewide assessment	0	184	34	12	230
Failure of Alg. I EOC	156	80	42	7	285
	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	69	71	62	32	234

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

MTSS meetings (Tier 1, Tier 2, and Tier 3) - All PHS students receive Tier 1 supports.
 SBT meetings
 Parent conferences
 Student conferences
 Guidance Counseling (individual and group)
 PASCAR Mentoring program (Panthers Academic Social Career Amazing Race)
 Mentoring - Administrators, Teachers and Community Members
 Mediations (Peer)
 Tutoring - During school hours - Power Hour lunch (core content area teachers)
 After school - In the Guidance Office with NHS members.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Palatka High School coordinates and integrates parental involvement programs and activities that teach parents how to help their children at home through phone messages using the Alert Now system, newsletters, Project Praise, ESOL support, childcare services and bus transportation for our students with children of their own. Parents are made aware of the school's Title I program and the nature of Title I during our Fall open house, Title I Annual Meeting Summary, and SAC meetings. Parents are given a copy of the Title I Bifold Handout and participate in the Parent Self Survey on

Promoting Positive Educational Experiences. In order to build capacity for strong parental support, Palatka High School offers the following activities: Advanced Placement Parent Night, Financial Aid and Scholarship Meeting, District Wide College Night, Freshman Orientation PIT Crew, Upper Classmen Parent Nights, and District Wide Career Fair. To build ties between parents and teachers, our school requires documentation of positive parent contact, MTSS, and the Skyward Parent Portal. Teachers are given professional development through data and team leader meetings, and are trained in the Marzano Teacher Evaluation Model - Domain 4.

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

Palatka High School has built a network of community partnerships over the years. Large businesses such as Vulcan Materials Company, Georgia Pacific, Seminole Electric, WalMart, Publix and Beck Enterprises provide assistance when solicited by the school. The local chapter of Kiwanis and area churches are particularly involved in supporting athletics through volunteer efforts at games and providing meals to athletes on game days. Parents of Palatka High students who own small businesses support athletics and academic activities by volunteering time and giving funds when needed.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Hedstrom, Mary Beth	Principal
Wilkerson, Jerome	Assistant Principal
Brown, Pamela	Assistant Principal
Burnett, Andrew	Assistant Principal
Wilkinson, Wanda	Administrative Support
Riddle, Kelly	Instructional Coach
Belcher, Andy	Teacher, K-12
Dinkla, Walter	Teacher, K-12
Fales, Eva	Teacher, K-12
Hill, Stefan	Teacher, K-12
Latta, Diana	Teacher, K-12
Waters, Robert	Teacher, Career/Technical
Chaires, Michael	Guidance Counselor

Duties

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

Mary Beth Hedstrom - Principal
Jerome Wilkerson - Assistant Principal
Andrew Burnett - Assistant Principal

Pamela Brown - Assistant Principal
Kelly Riddle - Content Resource Teacher
Andrew Belcher - ELA Department Leader
Stefan Hill - Math Department Leader
Diana Latta - Science Department Leader
Walter Dinkla - Social Studies Department Leader
Robert Waters - CTE Department Leader
Eva Fales - Electives Leader
Michael Chaires - Guidance
Wanda T. Wilkinson - TOSA

The above personnel, along with other personnel as appropriate such as staffing specialists, school resource officers, behavior specialists, speech and language therapists and mental health counselors make up the school-based leadership team. Each team member has access to other Palatka High School personnel through grade level meetings, content area meetings, and PLC's at which student data is collected, analyzed, and problem/solutions determined. From these meetings, students not responding to classroom discipline procedures or not achieving academically are referred to the Leadership Team for intervention support. The MTSS/Rtl team works with the School Leadership Team to make sure the process for support is thoroughly integrated within the plan.

School Leadership is represented on the School Advisory Council (SAC) by Principal Hedstrom, Pamela Brown and Wanda Wilkinson. Information concerning student achievement, school needs and leadership concerns are communicated at monthly SAC meetings to facilitate shared decision making to include parents, teachers, community leaders, and students.

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

In order to comply with Federal Legislation (IDEA 2004) mandates as well as state regulations, Palatka High School implements a standard protocol process for research-based academic interventions and a diagnostic-prescriptive process for research-based behavior interventions. Palatka High School attempts to follow the class size amendment requirements by administrative decisions that focus allocation of resources toward staffing core subject areas. All teachers receive training in and ongoing support and feedback of instructional best practices through the Marzano Art and Science Teaching Teacher Evaluation Model through Learning Sciences International. Performance Matters is a progress monitoring assessment purchased by the District and given three times a year to progress monitor student achievement in core academic subjects. . After classroom interventions have been implemented, but have been found ineffective, students are referred to the MTSS team for T2 support. The MTSS Team meets weekly to review individual student intervention data. Disciplinary data is utilized to monitor the need for behavioral interventions. Progress monitoring data is graphed and analyzed for discussion monthly at MTSS team meetings. At these monthly meetings, decisions to discontinue T2 support, continue and/or modify T2 interventions, or provide additional T3 support are made. MTSS is a comprehensive initiative that coordinates with content area classroom teachers, ESE teachers, parents, and all stakeholders.

Our Career and Technical (CTE) department works closely with students and business partners to provide opportunities for our students to gain experience in acquiring industry certification for their program of study. Palatka High School has six career "CAPE" academies which will be overseen and supported by a board of certified professionals in each of these areas: Culinary Arts, Health Sciences, Welding, Business Administration, Horticulture Services, and CISCO Networking.

School Advisory Council (SAC) - Meetings are held monthly usually on the second Tuesday of each month. Teachers, parents, community members, and students are invited to attend through school announcements, postings to the school website and school sign. Currently, SAC has one fund-raising

activity in effect, but membership is exploring other fund-raisers to increase monies available to support teachers and students. Our school bookkeeper provides a report on monies available to SAC at each meeting and members determine possible uses for these funds based on information provided by school leadership and the general membership.

Title I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal and Assistant Principal meetings are scheduled monthly;
- (2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
- (3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
- (4) All schools participate in an Instructional Review to identify individual school needs and desired support;
- (5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;
- (6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;
- (7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II. Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI. Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and

fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority. The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mary Beth Hedstrom	Principal
Pamela Brown	Education Support Employee
Valerie Johns	Teacher
Roxann Harvey	Parent
Ricky Lyle	Parent
Jodi Hill	Parent
Lalita Thomas	Parent
Vicki Mast	Parent
Greta Herring	Parent
Cindy Bellamy	Parent
Wanda T. Wilkinson	Teacher

Duties

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

Evaluation of last year's school improvement plan

Last year's school improvement plan will be made available to the School Advisory Committee for review during the October 2015 meeting.

Development of this school improvement plan

Wanda Wilkinson and Pamela Brown received guidance on the development of the SIP on August 27, 2015 from Jonathan Hinke, School Improvement Specialist for the Putnam County School District. A draft of the plan will be shared with the School Advisory Council (SAC) members during the October 2015 meeting.

Preparation of the school's annual budget and plan

Palatka High School's budget was prepared by Principal Hedstrom and will be presented to SAC during the October 2015 meeting.

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

The School Advisory Council (SAC) is now an unfunded mandate and the only new funds would come if Palatka High School receives school recognition money and the staff votes to give a portion to the committee.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Riddle, Kelly	Instructional Coach
Purcell, Katie	Instructional Media
Belcher, Andy	Teacher, K-12
Dinkla, Walter	Teacher, K-12
Hill, Stefan	Teacher, K-12
Brown, Pamela	Assistant Principal
Wilkinson, Wanda	Administrative Support
Hedstrom, Mary Beth	Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team supports the implementation of the Florida State Standards and the focus on content area literacy including complex text, performance based rubrics, and use of text based evidence in writing by sharing best practices in literacy with content area teachers in professional learning communities.

Public and Collaborative Teaching

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

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

Teachers have the opportunity to have common collaborative planning during the school day. They also work with their PLC group to collaborate about instruction, classroom management and staff development.

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

Principal & Assistant Principals at Palatka High School will meet regularly with new teachers, provide support in use of student data, partner new teachers with mentors, provide and participate in highly qualified professional development, accept interns from local colleges, provide inservice support for iObservation, Florida Standards Implementation, Curriculum Alignment, and MTSS.

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

The following new teachers and mentors have been paired based on experience, curriculum knowledge, and classroom management strengths. New teachers to Palatka High School participate in the PCSD New Teacher Orientation. The principal, Mary Beth Hedstrom conducts staff development on the Marzano framework and iObservation system. The CRT will assist new teachers in the areas in which they need assistance. They will receive help with providing learning goals and scales. The new teachers will participate in the weekly faculty meetings, as well as with the weekly Professional Learning Communities (PLC) meetings. During the PLC meetings, new teachers will have the opportunity to share and receive information from a peer in the same area of focus. New teachers benefit from the expertise of our veteran teachers and can use suggested strategies that have been successfully used in their classrooms. Through much dialogue with coaches and through regular meetings with cohort groups, our new teachers become part of our Palatka High School community and are supported as they either begin their teaching careers or adjust to teaching at a new school. By working together, we can all contribute to the success of Palatka High School and it's most prized possessions, the Students!

NEW TEACHERS and MENTORS:

Bechanan, Angie with Eva Fales
Johnson, Winona with Rhona Scoville
Little, Lucie with Beverly Baird
Long, Waylon with Col. Coxwell
Prior, Carole with Andrew Belcher

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers at Palatka High School have participated in professional development in standards based instruction. Teachers use CPALMS to access standards in their content area and as a resource for instructional curriculum and strategies recommended to use in teaching Florida's standards. Purchased curriculum materials are vetted against Florida's standards to assure we are teaching the appropriate material at the level needed to prepare students for high stakes testing and postsecondary success.

Instructional Strategies

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

Teachers have access to student scores from the state's high stakes testing at preplanning to flag non-proficient students as those who may struggle in reading or math. Common formative assessments created in content area PLC's provide data on the effective of instructional strategies on student achievement. From this data, instruction can be differentiated to meet the needs of students. Tutoring is available to supplement classroom instruction for students needing extra help to be

successful. Students not responding to initial classroom instruction with supports may be referred to MTSS where more intensive interventions may be recommended. Teachers received professional development in Learning Focused planning and instruction. Lesson plans are submitted to administration for evaluation and feedback.

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: Summer Program

Minutes added to school year: 2,400

Algebra 1 EOC Boot Camp two week summer school course to review and prepare for EOC retake.

Strategy Rationale

Students unsuccessful in passing the Algebra I EOC receive intensive targeted instruction in a highly motivating environment designed to sharpen skills, motivate and increase confidence in the ability to be successful.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bennett, Verlene, vbennett@my.putnamschools.org

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

EOC Scores as reported by the state

Strategy: Summer Program

Minutes added to school year: 0

Teachers received professional development during summer trainings in Learning Focused planning and instruction. Lesson plans are submitted to administration for evaluation and feedback.

Strategy Rationale

Learning Focused is a researched based program implemented to increase student achievement through improved instructional practices.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hedstrom, Mary Beth, mhedstrom@my.putnamschools.org

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

Teachers submit lesson plans to administration for analysis and evaluation. Informal and formal data is collected in each classroom to determine if focused lessons are being implemented. Student data from SIA's, District EOC scores, and state EOC scores will be analyzed to determine if strategy is effective in increasing student achievement.

Student Transition and Readiness

PreK-12 Transition

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

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

Palatka High School pairs each ninth grade student with an eleventh or twelfth grade mentor through participation in the PIT Crew program. Ninth grade students have a special day of orientation before the school year begins and are introduced to their mentor and the campus through a series of team building activities. This relationship is fostered throughout the freshman year to support a successful transition from middle to high school. Ninth grade is assigned a Guidance Counselor to facilitate a successful freshman year. Another Guidance Counselor is also assigned to twelfth grade students to affect close monitoring of grades, credits and other graduation requirements in the beginning and throughout the senior year. College readiness testing through ACT or SAT is available at Palatka High School so students have ample opportunity to achieve college readiness scores for college application. Dual enrollment, both on campus and at St. Johns State College, provides a scaffolded entry into postsecondary education for qualified students. Advanced Placement classes are offered in several areas giving students another avenue to earn college credit and experience rigorous course work.

College and Career Readiness

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

Students are required to meet with their guidance counselor prior to requesting courses for the following school year. In addition, our CTE teachers follow the programs these students are involved

with and refer them to our career counselor as they are working to secure the possibility of postsecondary coursework. The district career counselor works closely with our CTE teachers to arrange for fieldtrips and one on one career counseling plans for all students as they enter their programs of study. Academic counseling is arranged by the guidance counselor at least annually for all students but those in the 11th and 12th grade are met with at the end of each semester. Additionally, all of our counselors meet with each grade level to explain in depth the importance and relevance of all standardized assessments we administer which is followed up with test result interpretation. This too, is available after school hours for the parents and students in hopes that all can be privy to the academic and career readiness information needed to promote the correct course of study and all needs and questions are met.

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

Palatka High offers several technical and career certifications, which allow students to graduate work ready in many fields. Below are specific certifications available to students at Palatka High School.
Health Science: Certified Nursing Assistant, Certified Administrative Medical Assistant.
Culinary Arts: Serv-Safe, Safe-Staff, and Prostart.
Auto Mechanics: Florida Automotive Dealers Association, Automotive Service Excellence.
Welding: SMAW Flat Bend Certification
Agriculture: certification in Horticulture and Agritechnology
Computer Technology: A+ Comptia, Network Plus, Cisco Certification Entry Network Technician, Cisco Certified Networking Associate.
Business: Microsoft Access 2019, Microsoft Excel, Microsoft Excel Expert, PowerPoint, Outlook, Word, Word Expert.

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

Palatka High School integrates career and technical education through Project Lead the Way's curriculum in biomedical and engineering. All students receive standards based instruction infused with content area literacy through emphasis on close reading and citing text evidence in each classroom. Collaborative planning for implementation of standards based instruction and monitoring of student achievement through common formative assessments is provided through weekly professional learning communities in each content area.

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

The seven period day initiated at Palatka High allows students increased time to earn credits for graduation, which benefits both students who get behind due to failing core classes and students who wish to accelerate in order to gain college credit through dual enrollment. The seven period schedule also allows students the time to explore various electives, career and technical opportunities and provides students the opportunity to earn certification and become work-ready upon graduation. Palatka High School administers the PSAT to all ninth and tenth grade students and the SAT to all juniors to determine college and career readiness. The results of these assessments determine placement into rigorous math and english courses ensuring all students are provided the writing, reading, and english skills needed to be successful in the work force or college. Advanced Placement classes are available in the areas of Psychology, U. S. History, English Literature, English Composition, World History, Art and Drawing, and Biology, offering students the chance to earn college credit and gain experience in college level coursework.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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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.

Not required.

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.

Palatka High School is dedicated to the post secondary success of all students. Students' attendance, motivation to learn, time on task, and commitment to earning a high school diploma are factors that determine post secondary success. We determined strategies were needed that impact each of these areas to improve our goal of post secondary success for our students.

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.** By the end of the 2015-2016 school year if we improve tier 1 and tier 2 classroom instruction, then the multi-tiered system of support will be strengthened to meet the academic and behavioral needs of all students resulting in fewer MTSS referrals from the previous year, increased number of students achieving the A or A/B Honor roll, and an increase in the percentage of students achieving graduation.

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. By the end of the 2015-2016 school year if we improve tier 1 and tier 2 classroom instruction, then the multi-tiered system of support will be strengthened to meet the academic and behavioral needs of all students resulting in fewer MTSS referrals from the previous year, increased number of students achieving the A or A/B Honor roll, and an increase in the percentage of students achieving graduation. 1a

 G072579

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0
Effective+ Teachers (Performance Rating)	90.0
Discipline incidents	2.0
Algebra I EOC Pass Rate	55.0
Bio I EOC Pass	50.0
U.S. History EOC Pass	55.0
FSA English Language Arts - Achievement	35.0

Resources Available to Support the Goal 2

- Capable, caring, and motivated personnel
- Course offerings ((Advanced Placement, Honors, Technology, Career, Biomedical and Engineering, Language Arts/ Intensive Reading, Band, Theatre, Physical Education/Sports)
- Academic Recovery
- Dual Enrollment
- Tutoring
- Achieve 3000
- Pride in school
- Administrative Support
- District Support
- Safe environment
- Positive relationship between students and staff
- Collegiality among staff.
- Schmoop
- Learning Focused Lesson Planning and Instruction training

Targeted Barriers to Achieving the Goal 3

- After one year of teaching the new Florida standards, teachers need more practice with planning and instruction to adequately prepare students for new state tests.

Plan to Monitor Progress Toward G1. 8

Student Behavioral Data

Person Responsible

Jerome Wilkerson

Schedule

Quarterly, from 8/28/2015 to 6/3/2016

Evidence of Completion

Decrease in student referrals from previous year.

Plan to Monitor Progress Toward G1. 8

Student Attendance Data

Person Responsible

Andrew Burnett

Schedule

Quarterly, from 8/28/2015 to 6/3/2016

Evidence of Completion

Increase in student attendance from previous year.

Plan to Monitor Progress Toward G1. 8

Increase in Student Achievement

Person Responsible

Pamela Brown

Schedule

Quarterly, from 8/28/2015 to 6/3/2016

Evidence of Completion

Increase in students making the A or A/B honor roll each quarter compared to last year.

Plan to Monitor Progress Toward G1. 8

Increase in Graduation Rate

Person Responsible

Mary Beth Hedstrom

Schedule

On 6/3/2016

Evidence of Completion

The percentage of students graduating will increase from the percentage of students graduating in 2015.

Plan to Monitor Progress Toward G1. 8

Decrease in Students Referred to MTSS

Person Responsible

Jerome Wilkerson

Schedule

Quarterly, from 8/28/2015 to 6/3/2016

Evidence of Completion

The number of students referred to MTSS in 2014-15 will be lower than the number referred in 2014-15.

Plan to Monitor Progress Toward G1. 8

State EOC student data

Person Responsible

Wanda Wilkinson

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

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. By the end of the 2015-2016 school year if we improve tier 1 and tier 2 classroom instruction, then the multi-tiered system of support will be strengthened to meet the academic and behavioral needs of all students resulting in fewer MTSS referrals from the previous year, increased number of students achieving the A or A/B Honor roll, and an increase in the percentage of students achieving graduation. **1**

 G072579

G1.B1 After one year of teaching the new Florida standards, teachers need more practice with planning and instruction to adequately prepare students for new state tests. **2**

 B189332

G1.B1.S1 Allocate resources to allow teacher collaboration and peer observations during common planning. Implement Learning-Focused lessons to improve classroom instruction. **4**

 S200681

Strategy Rationale

Collaboration, peer observation, and common planning are researched based strategies proven to increase student achievement through improved teacher instructional practice. Learning-Focused lessons provide an instructional framework for planning and classroom instruction connecting research-based strategies and practices to maximize learning.

Action Step 1 **5**

Develop a master schedule that includes common planning

Person Responsible

Mary Beth Hedstrom

Schedule

Annually, from 6/29/2015 to 8/6/2015

Evidence of Completion

Finished master schedule that reflects common planning time

Action Step 2 5

Learning Focused Lessons and Instruction Training

Person Responsible

Mary Beth Hedstrom

Schedule

On 6/17/2015

Evidence of Completion

Faculty attendance at training

Action Step 3 5

Faculty training in iObservation

Person Responsible

Mary Beth Hedstrom

Schedule

On 8/11/2015

Evidence of Completion

Training agenda and follow-up implementation plan

Action Step 4 5

Peer Observations

Person Responsible

Mary Beth Hedstrom

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Peer observations will be scheduled at teacher request through iObservation. Administration will monitor implementation through iObservation and reflective discussions with teachers.

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

Scheduled common planning time

Person Responsible

Mary Beth Hedstrom

Schedule

On 6/3/2016

Evidence of Completion

Master schedule submission to district including common planning for teachers.

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

Schedule for peer observations

Person Responsible

Mary Beth Hedstrom

Schedule

On 6/3/2016

Evidence of Completion

Published schedule reflecting dates and times teachers will participate in peer observations.
Monitoring of process by administration.

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

Monitoring of Lesson-Focused planning and implementation within classroom instruction

Person Responsible

Mary Beth Hedstrom

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

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

Use of iObservation collaboration tool to review lesson plans and provide feedback to teachers, informal observation, and formal observations to record improved teacher instructional practice and increased student engagement.

Person Responsible

Mary Beth Hedstrom

Schedule

Weekly, from 10/19/2015 to 6/3/2016

Evidence of Completion

Collaborative conversations in iObservation, informal and formal observations

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Develop a master schedule that includes common planning	Hedstrom, Mary Beth	6/29/2015	Finished master schedule that reflects common planning time	8/6/2015 annually
G1.B1.S1.A2	Learning Focused Lessons and Instruction Training	Hedstrom, Mary Beth	6/15/2015	Faculty attendance at training	6/17/2015 one-time
G1.B1.S1.A3	Faculty training in iObservation	Hedstrom, Mary Beth	8/10/2015	Training agenda and follow-up implementation plan	8/11/2015 one-time
G1.B1.S1.A4	Peer Observations	Hedstrom, Mary Beth	9/1/2015	Peer observations will be scheduled at teacher request through iObservation. Administration will monitor implementation through iObservation and reflective discussions with teachers.	6/3/2016 monthly
G1.MA1	Student Behavioral Data	Wilkerson, Jerome	8/28/2015	Decrease in student referrals from previous year.	6/3/2016 quarterly
G1.MA2	Student Attendance Data	Burnett, Andrew	8/28/2015	Increase in student attendance from previous year.	6/3/2016 quarterly
G1.MA3	Increase in Student Achievement	Brown, Pamela	8/28/2015	Increase in students making the A or A/B honor roll each quarter compared to last year.	6/3/2016 quarterly
G1.MA4	Increase in Graduation Rate	Hedstrom, Mary Beth	8/28/2015	The percentage of students graduating will increase from the percentage of students graduating in 2015.	6/3/2016 one-time
G1.MA5	Decrease in Students Referred to MTSS	Wilkerson, Jerome	8/28/2015	The number of students referred to MTSS in 2014-15 will be lower than the number referred in 2014-15.	6/3/2016 quarterly
G1.MA6	State EOC student data	Wilkinson, Wanda	8/24/2015		6/3/2016 quarterly
G1.B1.S1.MA1	Use of iObservation collaboration tool to review lesson plans and provide feedback to teachers, informal observation, and formal observations to record improved teacher instructional practice and increased student engagement.	Hedstrom, Mary Beth	10/19/2015	Collaborative conversations in iObservation, informal and formal observations	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Scheduled common planning time	Hedstrom, Mary Beth	8/18/2015	Master schedule submission to district including common planning for teachers.	6/3/2016 one-time
G1.B1.S1.MA2	Schedule for peer observations	Hedstrom, Mary Beth	10/19/2015	Published schedule reflecting dates and times teachers will participate in peer observations. Monitoring of process by administration.	6/3/2016 one-time
G1.B1.S1.MA4	Monitoring of Lesson-Focused planning and implementation within classroom instruction	Hedstrom, Mary Beth	8/31/2015		6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. By the end of the 2015-2016 school year if we improve tier 1 and tier 2 classroom instruction, then the multi-tiered system of support will be strengthened to meet the academic and behavioral needs of all students resulting in fewer MTSS referrals from the previous year, increased number of students achieving the A or A/B Honor roll, and an increase in the percentage of students achieving graduation.

G1.B1 After one year of teaching the new Florida standards, teachers need more practice with planning and instruction to adequately prepare students for new state tests.

G1.B1.S1 Allocate resources to allow teacher collaboration and peer observations during common planning. Implement Learning-Focused lessons to improve classroom instruction.

PD Opportunity 1

Learning Focused Lessons and Instruction Training

Facilitator

Mary Beth Hedstrom

Participants

Palatka High School Faculty

Schedule

On 6/17/2015

PD Opportunity 2

Faculty training in iObservation

Facilitator

Leadership Team

Participants

Palatka High School Faculty

Schedule

On 8/11/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Develop a master schedule that includes common planning	\$0.00
2	G1.B1.S1.A2	Learning Focused Lessons and Instruction Training	\$0.00
3	G1.B1.S1.A3	Faculty training in iObservation	\$0.00
4	G1.B1.S1.A4	Peer Observations	\$0.00
Total:			\$0.00