

Putnam County School District

# Palatka High School



2016-17 School Improvement Plan

# Palatka High School

302 MELLON RD, Palatka, FL 32177

phs.putnamschools.org

## School Demographics

**School Type and Grades Served**  
(per MSID File)

High School  
9-12

**2018-19 Title I School**

Yes

**2018-19 Economically Disadvantaged (FRL) Rate**  
(As Reported on Survey 3)

93%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

45%

## School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

*\*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 Putnam County School Board.

## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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.

**Putnam - 0301 - Palatka High School - 2016-17 SIP**  
*Palatka High School*

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 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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

### 2016-17 DA Category and Statuses for Palatka High School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Dustin Sims</a>	Comprehensive Support & Improvement - Grad Only

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

We will inspire every student to think, to learn, to achieve, to care and to become a successful and responsible citizen.

##### b. Provide the school's vision statement

Palatka High will provide an inspirational learning culture based on rigor, quality assessments, and superior instruction. Our commitment is for students to be prepared for college and career success in a global society.

#### 2. School Environment

##### a. 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. Ninth grade orientation and 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. Ninth grade students have the opportunity to participate in new student orientation the week before school begins where they are welcomed, hosted, and escorted on campus by PHS Student Council members, cheerleaders, band members, teachers, and administrators. Our guidance counselors meet with students daily and facilitate meetings between teachers, parents and students to further strengthen the family/home connection. This year, Palatka High School has implemented Student Advisement groups which are embedded into our students' daily course schedules every Friday after third period for a 25 minute period. As teachers meet with these heterogeneous groups, this time provides another opportunity to learn about students and build relationships. During Advisement class meetings, approximately 15 students each are assigned to a mentor teacher who meets with them once a week to review progress, facilitate team-building activities, provide guidance and encouragement, and also award points for student achievement and participation in many academic and extra-curricular activities including athletics, clubs, and community service.

##### b. 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. Between each class period throughout 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 visitor's pass from the front office to be allowed on campus. These large, white adhesive 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 designated 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.

**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**

During the first two weeks 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 instructional evaluation model proven to positively impact student achievement through engaging teaching practices.

**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**

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. Student Advisement is a mentoring program implemented to build relationships between faculty and students. For twenty-five minutes once a week, students meet with their Advisement class where social and academic concerns can be discussed strengthening the student's connection to school. Various club and athletic opportunities are available to students where mentoring and counseling are provided by staff to student participants.

### 3. 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).

**a. 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

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

**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	0	69	71	62	32	234

**c. 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)  
 Scheduled Student Advisement period each Friday  
 Mentoring - Administrators, Teachers and Community Members  
 Mediations (Peer)  
 Tutoring - After school - In the Guidance Office with NHS members and in the Credit Recovery computer lab with teacher support  
 Credit Recovery - During and After School - (online) scheduled in the computer lab with assistance provided

**B. Family and Community Engagement**

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

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

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

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

No

**1. PIP Link**

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

## **2. Description**

Palatka High School coordinates and integrates parental involvement programs and activities that teach parents how to assist and support their children at home through phone messages using the School Messenger callout system, digital marquee, school newsletters, Remind 101 application, Google Classroom, 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 Summary Meeting , and SAC meetings. Parents are given a copy of the Title I Bi-fold 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, Junior and Senior Class Parent Nights, and District-Wide Career Fair. To build ties between parents and teachers, our school requires documentation of positive parent contact, implements MTSS, and encourages use of the Skyward Parent Portal. Teachers are given professional development through data and department head meetings, weekly PLC's, and are trained in the Marzano Teacher Evaluation Model - Domain 4.

## **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**

Palatka High School has built a faithful network of community partnerships over the years. Large businesses such as Vulcan Materials Company, Georgia Pacific, Seminole Electric, Wal-Mart, Publix Supermarkets and Beck Enterprises graciously 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 scheduled games and providing meals to athletes on game days. Parents of Palatka High students who own small businesses support athletics events and academic initiatives by volunteering time and donating funds when needed.

## **C. Effective Leadership**

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

### **1. School Leadership Team**

#### **a. Membership**

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

Name	Title
Bolling, Thomas	Principal
Wilkerson, Jerome	Assistant Principal
Tucker, Michelle	Assistant Principal
Burnett, Andrew	Assistant Principal
Bellamy, Cindy	Administrative Support
Riddle, Kelly	Instructional Coach
Belcher, Andy	Teacher, K-12
Harris, Sharon	Teacher, Career/Technical
Fales, Eva	Teacher, K-12
Sutliff, Holly	Teacher, K-12
Clark, Karen	Teacher, K-12
Baird, Beverly	Teacher, ESE
Pipa, Hector	Teacher, K-12
Motes, Rebecca	Guidance Counselor

## **b. Duties**

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

Thomas Bolling - Principal  
Jerome Wilkerson - Assistant Principal  
Andrew Burnett - Assistant Principal  
Michelle Tucker - Assistant Principal  
Kelly Riddle - Content Resource Teacher  
Andrew Belcher - ELA Department Leader  
Holly Sutliff - Math Department Leader  
Karen Clark - Science Department Leader  
Hector Pipa - Social Studies Department Leader  
Sharon Harris - CTE Department Leader  
Eva Fales - Electives Leader  
Rebecca Motes - Guidance  
Beverly Baird - ESE Teacher  
Cindy Bellamy - TOSA

The above personnel, along with other personnel as appropriate such as staffing specialists, deans, 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/RtI 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 Bolling, Assistant Principal Michelle Tucker, Dean Sharice Williams and TOSA Cindy

Bellamy. Information concerning student achievement, school needs and leadership concerns are communicated at scheduled SAC meetings to facilitate shared decision making to include parents, teachers, community leaders, and students.

**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**

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 in 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 at the completion of each content module for all EOC tested courses to progress monitor student achievement in core academic subjects. FAIR is another progress-monitoring assessment administered to all ninth and tenth grade students three times per year. Upon evidence showing lack of student progress or achievement and 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 at monthly 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, leadership team members, support personnel, and all stakeholders.

Our Career and Technical (CTE) department works closely with students and business partners to provide opportunities for our students to gain knowledge and 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 bi-monthly in conjunction with planned and scheduled PHS parent nights. Teachers, parents, community members, and students are invited to attend through school announcements, postings to the school website and school sign. Currently, SAC membership is exploring various 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.

Community Partnerships - Several locally owned and/or operated businesses have partnered with PHS to provide financial support by way of donated percentages of sales,

fundraising opportunities, or monetary contributions to our programs, initiatives, and student needs. Some of our partners include Vulcan Materials Company, EmbroidMe, Palatka Golf Course, and Circle K Convenience Stores. Representatives from these agencies are invited to attend our PHS SAC meetings and discuss with 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.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Pamela Brown	Education Support Employee
Pamela Sharp	Parent
Ricky Lyle	Business/Community
Jodi Hill	Parent
Lalita Thomas	Parent
Michelle Mikell	Parent
Kelly Nash	Parent
Cindy Bellamy	Education Support Employee
Michelle Tucker	Education Support Employee
Heather Wallace	Parent
Sharice Williams	Education Support Employee
Lenora Campbell	Parent

### **b. Duties**

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

##### *a. Evaluation of last year's school improvement plan*

Last year's school improvement plan will be made available to the School Advisory Committee for review during the October 2016 meeting.

##### *b. Development of this school improvement plan*

Cindy Bellamy received guidance on the development of the SIP on June 30, 2016 and August 17, 2016 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 2016 meeting.

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

Palatka High School's budget was prepared by Principal Bolling and will be presented to SAC during the October 2016 meeting.

#### **2. 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 new funds would come only if Palatka High School receives school recognition money and the staff votes to give a portion to the committee.

#### **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*

### **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
Riddle, Kelly	Instructional Coach
Purcell, Katie	Instructional Media
Belcher, Andy	Teacher, K-12
Pipa, Hector	Teacher, K-12
Sutliff, Holly	Teacher, K-12
Tucker, Michelle	Assistant Principal
Bellamy, Cindy	Administrative Support
Harris, Sharon	Teacher, Career/Technical
Clark, Karen	Teacher, K-12
Fales, Eva	Teacher, K-12
Baird, Beverly	Teacher, ESE

**b. Duties**

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

The Literacy Leadership Team supports the implementation of the Language Arts Florida 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.

**D. Public and Collaborative Teaching**

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

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

Teachers have been assigned daily common lunch periods per department so as to provide them an opportunity to build working relationships with one another. Teachers also work with their PLC group each Wednesday from 2:00 to 2:55 p.m. to collaborate about instruction, classroom management and staff development.

**2. 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.

**3. 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, Thomas Bolling and Assistant Principal, Michelle Tucker conduct staff development on the Marzano framework and iObservation system. The CRT, Kelly Riddle, will assist new teachers in the areas in which they need assistance. New teachers will receive help with providing learning goals and scales. The new teachers will participate in the scheduled 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 peers 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 curriculum coaches and mentors as well as participation during 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's goal for our students to graduate prepared for college and career success in a global society.

NEW TEACHERS and MENTORS:  
Ernie Silcox - Walter Dinkla  
Edward Polly - Walter Dinkla  
Shelby St. Clair - Kelly Riddle  
David Garison - Aaron Gieselman  
Tyler Coleman - Cindy Bellamy

## 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**

Teachers at Palatka High School have participated in professional development in rigorous 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, digital resources, and technology components are vetted against Florida's standards to assure we are teaching the appropriate material at the necessary level needed to prepare students for high stakes testing and post-secondary success.

#### 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**

Teachers have access to student scores from the state's high stakes testing at pre-planning 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 effectiveness of instructional strategies on student achievement. From this data, instruction can be differentiated to meet the needs of students. Tutoring is available after school 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 regularly to administration for evaluation and feedback. Administrators will also observe instructional planning during weekly PLC's in order to provide guidance and feedback as requested or otherwise deemed necessary.

**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:** After School Program

**Minutes added to school year:** 2,400

The opportunity for credit recovery is made available to Juniors and Seniors by way of Odysseyware online curriculum.

**Strategy Rationale**

Students unsuccessful in passing the required core subjects in class receive intensive targeted instruction via a highly motivating online environment designed to provide content remediation, sharpen skills, motivate and increase confidence in the ability to be successful.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Tucker, Michelle, m3tucker@my.putnamschools.org

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

Student graduation requirement tracking in Skyward will show evidence of successful course completion indicating that students are progressing in a positive way towards graduation.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

Palatka High School pairs each ninth grade student with an eleventh or twelfth grade mentor through participation in the Student Advisement plan. Ninth grade students have a special day of orientation before the school year begins and are introduced to the campus through a series of team building activities and guided tour lead by Student Council members and student mentors. This relationship is fostered throughout the freshman year to support a successful transition from middle to high school. Ninth grade is assigned two Guidance Counselors to facilitate a successful freshman year, one for the females and one for the male students. 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. In addition, Palatka High School is also privy to the support of a district Graduation Coach who will be available weekly to mentor and advise ninth grade students as to their decisions and graduation progress using resources to help monitor students being on track for graduation. 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. Students are also provided the opportunity to take the ASVAB test for interest and career inventory purposes and to explore post-secondary options. Dual enrollment, both on campus and at St. Johns River 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.

## **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***

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. Students are also guided through test interpretation and graduation progress using Skyward during Student Advisement period. Palatka High School also hosts the district's annual College and Career Fair and invites all students and parents to attend in an effort to provide the opportunity to meet college admissions counselors from numerous colleges, universities, technical schools, and military recruiters. Attendance is strongly encouraged to the junior class as this is their final opportunity to take advantage of such a comprehensive outlet of resources and support before their senior year. Underclassmen, like, 9th and 10th graders, can gain valuable information about what they need to be doing in preparation for their college applications (what classes to take, when to take ACT/SAT, GPA requirements, admissions essays, financial aid, etc...).

### ***2. 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.

**3. 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.

**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**

The six 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 six 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.

## II. Needs Assessment

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

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

## **2. Problem Identification Summary**

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

Not required.

## **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.

Palatka High School is dedicated to the post secondary success of all students. Students' attendance, motivation to learn, time on task participating in standards-based instruction, 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.

## **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.** If school leadership develops and implements sound structures and expectations for progress monitoring, then teachers will be able to effectively track student acquisition of personal and academic goals so that students will be able to successfully graduate on time showing college and career readiness.

## 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.** If school leadership develops and implements sound structures and expectations for progress monitoring, then teachers will be able to effectively track student acquisition of personal and academic goals so that students will be able to successfully graduate on time showing college and career readiness. 1a

G084683

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
Bio I EOC Pass	60.0
U.S. History EOC Pass	60.0
Algebra I EOC Pass Rate	60.0
Algebra II EOC Pass Rate	60.0
Geometry EOC Pass Rate	60.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of student buy-in, participation, and accountability for personal goal-setting and academic progress monitoring

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Student advisement time scheduled every Friday, 25-minutes
- Student copy of transcript and self-check sheet
- Daily teacher Shout-Outs for student achievement recognized via intercom announcement
- District attendance policy implemented and monitored by administration
- School tardy policy enforced to support district attendance policy
- Administrative rounds in observing and supporting teachers during weekly PLC time

**Plan to Monitor Progress Toward G1.** 8

Monitor on-track and off-track status of students.

**Person Responsible**

Thomas Bolling

**Schedule**

Monthly, from 9/2/2016 to 5/26/2017

**Evidence of Completion**

Teacher grade distribution sheets, progress reports, and student academic history sheets.



**Plan to Monitor Progress Toward G1. 8**

End of year data review of state assessment results

**Person Responsible**

Thomas Bolling

**Schedule**

On 6/8/2017

**Evidence of Completion**

Documentation of student data showing state assessment results from FLDOE

**Plan to Monitor Progress Toward G1. 8**

Instructional Review

**Person Responsible**

Thomas Bolling

**Schedule**

On 11/10/2016

**Evidence of Completion**

FLDOE's Differentiated Accountability team will work with Palatka High School administration to share and analyze current instructional plans and practices as compared to student data and needs that will lead to increased graduation rate.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving  
Step

 S123456 = Quick Key

**G1.** If school leadership develops and implements sound structures and expectations for progress monitoring, then teachers will be able to effectively track student acquisition of personal and academic goals so that students will be able to successfully graduate on time showing college and career readiness. 1

G084683

**G1.B2** Lack of student buy-in, participation, and accountability for personal goal-setting and academic progress monitoring 2

B225156

**G1.B2.S1** All students are assigned to a specific teacher-mentor for a twenty-five minute period every Friday in order to build positive relationships and promote student achievement at PHS through discussion, encouragement, guidance, goal-setting, and progress monitoring. 4

S237531

### Strategy Rationale

Palatka High School aspires to increase the overall graduation rate with our graduates being prepared for college and career. Participation in student advisement will help acclimate all students to an environment of learning and acquire the practice of performing successfully with pride in their quest to graduate on time.

### Action Step 1 5

Create a master schedule including a built-in student advisement period

#### Person Responsible

Thomas Bolling

#### Schedule

On 7/29/2016

#### Evidence of Completion

Completed master schedule for PHS

## Action Step 2 5

Students were assigned to heterogeneous groups to build class rosters for each teacher's advisement period.

### **Person Responsible**

Michelle Tucker

### **Schedule**

On 8/3/2016

### ***Evidence of Completion***

Each teacher has a scheduled advisement period in Skyward with assigned students on the roster.

## Action Step 3 5

Teachers were presented the advisement materials and expectations during pre-planning.

### **Person Responsible**

Michelle Tucker

### **Schedule**

On 8/3/2016

### ***Evidence of Completion***

Teachers were presented with sample advisement rosters and weekly point sheets. Advisement coordinators shared the procedures for recording and documenting advisement goals with points and submitting weekly sheets for review and calculation of points towards incentives and rewards.

**Action Step 4** 5

Plan and facilitate advisement assemblies each nine weeks to provide incentives and reward student participation.

**Person Responsible**

Dana Summers

**Schedule**

Quarterly, from 8/10/2016 to 5/11/2017

**Evidence of Completion**

Weekly point sheets will be submitted by teachers to Mrs. Summers in order to keep a cumulative record of student points earned which will be used to determine who will be recognized and receive awards throughout the year. Students will be recognized for academic achievement and other school-related participation efforts during quarterly advisement pep rally/assemblies.

**Action Step 5** 5

Solicitation for community support through donations for incentives and rewards.

**Person Responsible**

Dana Summers

**Schedule**

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

**Evidence of Completion**

Donations of financial contributions and/or tangible rewards for students.

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

Master Schedule for instructional time

**Person Responsible**

Thomas Bolling

**Schedule**

Weekly, from 6/29/2016 to 5/26/2017

**Evidence of Completion**

Teacher walk-through and classroom observations by administration confirming instructional use of time and documentation on iObservation

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

Monitor compliance of weekly student advisement expectations

**Person Responsible**

Michelle Tucker

**Schedule**

Weekly, from 8/26/2016 to 5/12/2017

**Evidence of Completion**

Student documentation of graduation self check sheet and cumulative point totals will be evidence of student advisement time spent wisely according to the expectations. Students will become more accountable for their educational decisions and academic performance as evidenced by student data in Skyward.

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

Student data will be analyzed for proof of better use of instructional time with the 6-period day in the master schedule.

**Person Responsible**

Thomas Bolling

**Schedule**

Quarterly, from 10/6/2016 to 5/19/2017

**Evidence of Completion**

Students' improved achievement in english and math courses will provide needed support for students to successfully pass the state assessments in these content areas. Students will earn required credits for core subjects in progress towards completing graduation requirements as shown in Skyward.

**G1.B2.S2** Implement the AVID program at PHS 4

S237532

**Strategy Rationale**

Teachers and students will be recruited to help promote an environment where critical thinking is expected and valued in the classroom. Students will be motivated to self-monitor and track progress. Teachers will give student recognition for academic achievement via school announcements and postings on the Shout Out bulletin board.

**Action Step 1** 5

Attend the AVID Summer Institute training.

**Person Responsible**

Andrew Burnett

**Schedule**

On 7/8/2016

**Evidence of Completion**

Provide certificate of completion of the AVID launches and AVID boosts

**Action Step 2** 5

Participate in AVID webinars throughout the year.

**Person Responsible**

Andrew Burnett

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Webinar registration and participation. Shared notes from webinar during scheduled AVID team meetings at PHS.

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

The AVID Team will meet bi-weekly to plan and share feedback from teachers.

**Person Responsible**

Andrew Burnett

**Schedule**

Biweekly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Collect the agenda and minutes from the AVID Team Meetings.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Monitor the rate of course completion for students who participated in the AVID program.

**Person Responsible**

Andrew Burnett

**Schedule**


On 5/26/2017

**Evidence of Completion**

Student end of year course completion and grades.



**G1.B2.S3** Utilize the support of district graduation coach in combination with the Freshman Transition initiative **4**

 S237533

### **Strategy Rationale**

Students will benefit from having the support of the graduation coach on site to provide guidance and help steer the freshman students in the right direction towards a successful on-time graduation plan. Students will have regular visits and documentation to show for their tracking of courses and assessments required for graduation throughout their ninth grade year and thereafter.

### **Action Step 1** **5**

Attend the Freshman Transition Initiative Training

#### **Person Responsible**

Andrew Burnett

#### **Schedule**

On 8/3/2016

#### **Evidence of Completion**

Provide the certificate of completion for the FTI Summer Training.

### **Action Step 2** **5**

Participate in the follow-up webinar for the Freshman Transition Initiative

#### **Person Responsible**

Andrew Burnett

#### **Schedule**

On 8/16/2016

#### **Evidence of Completion**

Provide a list of webinar participants.

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Teachers will provide attendance, grades and GPA status of students in the program.

**Person Responsible**

Andrew Burnett

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Collect the agenda and minutes the FTI meetings.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

Quarterly report showing achievement analysis of ninth grade students enrolled in the Leadership courses where Get Focused, Stay Focused materials are implemented. The graduation coach and administration will also monitor the online tool documenting the Ten-year Plan for ninth grade students to investigate their participation rate compared to achievement.

**Person Responsible**

Andrew Burnett

**Schedule**

Quarterly, from 10/17/2016 to 5/26/2017

**Evidence of Completion**

Grade distribution reports and planning sheets within the online program showing student participation with the online tools available.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B2.S2.A1 A307057	Attend the AVID Summer Institute training.	Burnett, Andrew	7/5/2016	Provide certificate of completion of the AVID launches and AVID boosts	7/8/2016 one-time
G1.B2.S1.A1 A307052	Create a master schedule including a built-in student advisement period	Bolling, Thomas	6/27/2016	Completed master schedule for PHS	7/29/2016 one-time
G1.B2.S1.A2 A307053	Students were assigned to heterogeneous groups to build class rosters for each teacher's advisement...	Tucker, Michelle	8/1/2016	Each teacher has a scheduled advisement period in Skyward with assigned students on the roster.	8/3/2016 one-time
G1.B2.S1.A3 A307054	Teachers were presented the advisement materials and expectations during pre-planning.	Tucker, Michelle	8/3/2016	Teachers were presented with sample advisement rosters and weekly point sheets. Advisement coordinators shared the procedures for recording and documenting advisement goals with points and submitting weekly sheets for review and calculation of points towards incentives and rewards.	8/3/2016 one-time
G1.B2.S3.A1 A307059	Attend the Freshman Transition Initiative Training	Burnett, Andrew	8/2/2016	Provide the certificate of completion for the FTI Summer Training.	8/3/2016 one-time
G1.B2.S3.A2 A307060	Participate in the follow-up webinar for the Freshman Transition Initiative	Burnett, Andrew	8/16/2016	Provide a list of webinar participants.	8/16/2016 one-time
G1.MA3 M313296	Instructional Review	Bolling, Thomas	11/10/2016	FLDOE's Differentiated Accountability team will work with Palatka High School administration to share and analyze current instructional plans and practices as compared to student data and needs that will lead to increased graduation rate.	11/10/2016 one-time
G1.B2.S1.A5 A307056	Solicitation for community support through donations for incentives and rewards.	Summers, Dana	8/22/2016	Donations of financial contributions and/or tangible rewards for students.	4/28/2017 quarterly
G1.B2.S1.A4 A307055	Plan and facilitate advisement assemblies each nine weeks to provide incentives and reward student...	Summers, Dana	8/10/2016	Weekly point sheets will be submitted by teachers to Mrs. Summers in order to keep a cumulative record of student points earned which will be used to determine who will be recognized and receive awards throughout the year. Students will be recognized for academic achievement and other school-related participation efforts during quarterly advisement pep rally/assemblies.	5/11/2017 quarterly
G1.B2.S1.MA3 M313289	Monitor compliance of weekly student advisement expectations	Tucker, Michelle	8/26/2016	Student documentation of graduation self check sheet and cumulative point totals will be evidence of student advisement time spent wisely according to the expectations. Students will become more accountable for their educational decisions and academic performance as	5/12/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				evidenced by student data in Skyward.	
G1.B2.S1.MA1 M313287	Student data will be analyzed for proof of better use of instructional time with the 6-period day...	Bolling, Thomas	10/6/2016	Students' improved achievement in english and math courses will provide needed support for students to successfully pass the state assessments in these content areas. Students will earn required credits for core subjects in progress towards completing graduation requirements as shown in Skyward.	5/19/2017 quarterly
G1.MA1 M313294	Monitor on-track and off-track status of students.	Bolling, Thomas	9/2/2016	Teacher grade distribution sheets, progress reports, and student academic history sheets.	5/26/2017 monthly
G1.B2.S1.MA1 M313288	Master Schedule for instructional time	Bolling, Thomas	6/29/2016	Teacher walk-through and classroom observations by administration confirming instructional use of time and documentation on iObservation	5/26/2017 weekly
G1.B2.S2.MA1 M313290	Monitor the rate of course completion for students who participated in the AVID program.	Burnett, Andrew	5/26/2017	Student end of year course completion and grades.	5/26/2017 one-time
G1.B2.S2.MA1 M313291	The AVID Team will meet bi-weekly to plan and share feedback from teachers.	Burnett, Andrew	8/10/2016	Collect the agenda and minutes from the AVID Team Meetings.	5/26/2017 biweekly
G1.B2.S2.A2 A307058	Participate in AVID webinars throughout the year.	Burnett, Andrew	8/10/2016	Webinar registration and participation. Shared notes from webinar during scheduled AVID team meetings at PHS.	5/26/2017 quarterly
G1.B2.S3.MA1 M313292	Quarterly report showing achievement analysis of ninth grade students enrolled in the Leadership...	Burnett, Andrew	10/17/2016	Grade distribution reports and planning sheets within the online program showing student participation with the online tools available.	5/26/2017 quarterly
G1.B2.S3.MA1 M313293	Teachers will provide attendance, grades and GPA status of students in the program.	Burnett, Andrew	8/10/2016	Collect the agenda and minutes the FTI meetings.	5/26/2017 quarterly
G1.MA2 M313295	End of year data review of state assessment results	Bolling, Thomas	6/8/2017	Documentation of student data showing state assessment results from FLDOE	6/8/2017 one-time

## V. Professional Development Opportunities

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

**G1.** If school leadership develops and implements sound structures and expectations for progress monitoring, then teachers will be able to effectively track student acquisition of personal and academic goals so that students will be able to successfully graduate on time showing college and career readiness.

**G1.B2** Lack of student buy-in, participation, and accountability for personal goal-setting and academic progress monitoring

**G1.B2.S1** All students are assigned to a specific teacher-mentor for a twenty-five minute period every Friday in order to build positive relationships and promote student achievement at PHS through discussion, encouragement, guidance, goal-setting, and progress monitoring.

### **PD Opportunity 1**

Teachers were presented the advisement materials and expectations during pre-planning.

#### **Facilitator**

Michelle Tucker and Dana Summers

#### **Participants**

All school faculty and staff

#### **Schedule**

On 8/3/2016

## 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	Create a master schedule including a built-in student advisement period	\$0.00
2	G1.B2.S1.A2	Students were assigned to heterogeneous groups to build class rosters for each teacher's advisement period.	\$0.00
3	G1.B2.S1.A3	Teachers were presented the advisement materials and expectations during pre-planning.	\$0.00
4	G1.B2.S1.A4	Plan and facilitate advisement assemblies each nine weeks to provide incentives and reward student participation.	\$0.00
5	G1.B2.S1.A5	Solicitation for community support through donations for incentives and rewards.	\$0.00
6	G1.B2.S2.A1	Attend the AVID Summer Institute training.	\$0.00
7	G1.B2.S2.A2	Participate in AVID webinars throughout the year.	\$0.00
8	G1.B2.S3.A1	Attend the Freshman Transition Initiative Training	\$0.00
9	G1.B2.S3.A2	Participate in the follow-up webinar for the Freshman Transition Initiative	\$0.00
<b>Total:</b>			<b>\$0.00</b>