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# Palatka High School

302 MELLON RD, Palatka, FL 32177

phs.putnamschools.org

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)  High School 9-12	<b>2018-19 Title I School</b>  Yes	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)  100%
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<b>Primary Service Type</b> (per MSID File)  K-12 General Education	<b>Charter School</b>  No	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)  47%
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## School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	C	C	D	C*

## School Board Approval

This plan was approved by the Putnam County School Board on 11/6/2018.

## SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

## 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. 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: School Information

### School Mission and Vision

#### 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.

#### Provide the school's vision statement

Palatka High School will provide an inspirational learning culture that will prepare students for college and career success in a global society.

### School Leadership Team

#### Membership

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

Name	Title
Stout, James	Principal
Wilkerson, Jerome	Assistant Principal
Tucker, Michelle	Assistant Principal
Chaires, Michael	Other
Riddle, Kelly	Instructional Coach
Harris, Sharon	Teacher, Career/Technical
Sutliff, Holly	Teacher, K-12
Clark, Karen	Teacher, K-12
Pipa, Hector	Teacher, K-12
Motes, Rebecca	Guidance Counselor

#### Duties

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

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/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 Stout, Assistant Principal Michelle Tucker, Dean Sharice Williams and TOSA Michael Chaires. 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.

## Early Warning Systems

### Year 2017-18

**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	100	120	115	107	442
One or more suspensions	0	0	0	0	0	0	0	0	0	93	73	81	55	302
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	108	118	101	71	398
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	99	111	114	72	396
	0	0	0	0	0	0	0	0	0	0	0	0	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											47	63	68	45	223

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	8	18	9	13	48
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	7	13	14	23	57

**Date this data was collected**

Monday 8/27/2018

### Year 2016-17 - As Reported

**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	115	149	92	87	443
One or more suspensions	0	0	0	0	0	0	0	0	0	79	88	23	30	220
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	48	72	36	38	194
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	173	200	119	99	591
Failure of Alg. I EOC	0	0	0	0	0	0	0	0	0	56	113	83	11	263
Failure of FSA 10th grade ELA	0	0	0	0	0	0	0	0	0	0	0	137	101	238

**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	81	72	53	44	250

**Year 2016-17 - Updated**

**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	115	149	92	87	443
One or more suspensions	0	0	0	0	0	0	0	0	0	79	88	23	30	220
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	48	72	36	38	194
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	173	200	119	99	591
Failure of Alg. I EOC	0	0	0	0	0	0	0	0	0	56	113	83	11	263
Failure of FSA 10th grade ELA	0	0	0	0	0	0	0	0	0	0	0	137	101	238

**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	81	72	53	44	250

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Math ACHIEVEMENT was the lowest performing data component for 2018. It has been the lowest in 2 out of the past 3 school years. We were very intentional on looking at who was ready to take Algebra and Geometry this school year.

**Which data component showed the greatest decline from prior year?**

Science achievement showed the greatest decline from 2017 to 2018: 23 points. We have analyzed comparative data and are now working with a local high school that did well on Science to plan lessons, interventions and common assessments.

**Which data component had the biggest gap when compared to the state average?**

Science Achievement had the biggest gap when compared to the state average of similar schools (38 points).

**Which data component showed the most improvement? Is this a trend?**

The learning gains in math for the LPQ experienced a 16 point increase from 2017 to 2018. We hope this becomes a trend because this will influence our overall gains and achievement.

**Describe the actions or changes that led to the improvement in this area**

We attribute this to the teachers that were working with these students, blocking the class so that teachers had more time for instruction and the instructional practice of using small group instruction with center rotations. Centers included: lesson at the teacher table, practice center, remediation center. The first part of the block was spent on remediation of the basic skills that students needed for success in Algebra and Geometry. These included elementary and middle school standards. Building these foundation skills while teaching the content was instrumental in building student capacity for success. So much so that we have blocked these classes again for 2018/2019 hoping to see another increase in Gains, but also see it reflect in an increase in our achievement scores for math.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	32%	35%	56%	28%	28%	53%
ELA Learning Gains	38%	46%	53%	40%	40%	49%
ELA Lowest 25th Percentile	33%	41%	44%	42%	41%	41%
Math Achievement	28%	38%	51%	36%	27%	49%
Math Learning Gains	45%	48%	48%	42%	27%	44%
Math Lowest 25th Percentile	45%	44%	45%	29%	28%	39%
Science Achievement	29%	50%	67%	52%	53%	65%
Social Studies Achievement	57%	55%	71%	62%	57%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	100 (115)	120 (149)	115 (92)	107 (87)	442 (443)
One or more suspensions	93 (79)	73 (88)	81 (23)	55 (30)	302 (220)
Course failure in ELA or Math	108 (48)	118 (72)	101 (36)	71 (38)	398 (194)
Level 1 on statewide assessment	99 (173)	111 (200)	114 (119)	72 (99)	396 (591)
	0 (56)	0 (113)	0 (83)	0 (11)	0 (263)
	0 (0)	0 (0)	0 (137)	0 (101)	0 (238)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	34%	38%	-4%	53%	-19%
	2017	20%	33%	-13%	52%	-32%
Same Grade Comparison		14%				
Cohort Comparison						
10	2018	27%	38%	-11%	53%	-26%
	2017	36%	38%	-2%	50%	-14%
Same Grade Comparison		-9%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	29%	58%	-29%	65%	-36%
2017	47%	58%	-11%	63%	-16%
Compare		-18%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					



HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	52%	53%	-1%	68%	-16%
2017	60%	55%	5%	67%	-7%
Compare		-8%			

  

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	17%	43%	-26%	62%	-45%
2017	39%	49%	-10%	60%	-21%
Compare		-22%			

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	32%	50%	-18%	56%	-24%
2017	35%	38%	-3%	53%	-18%
Compare		-3%			

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	43	44	42	36	40	30	36	75		72	51
BLK	17	30	25	21	50	55	26	33		62	29
HSP	28	39		22	45		14	73		63	30
SWD	27	38	31	34	68	64	29	63		38	24
FRL	27	37	32	27	47	52	27	53		64	37

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	39	40	36	46	48	30	62	74		71	52
BLK	12	40	45	14	30	29	25	39		52	22
HSP	30	44		50	50					60	
SWD	6	32	31	34	50			32		32	7
FRL	21	39	42	32	42	33	44	57		54	28

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

**Activity #1**

<b>Title</b>	School Graduation Rate and Off-Track Students
<b>Rationale</b>	The school showed the following increases in graduation rates: 2016 - 64%, 2017 - 67%, 2018 - 82%. Demographic data for 2016-2017 was White - 72%, Black - 62%, Hispanic - 63%, SWD - 38% and FRL - 64% compared to 2017-2018..... Improving instruction will support continuous graduation rate improvement by increasing the number of students that graduate in all subgroups.
<b>Intended Outcome</b>	If school leadership provides job-embedded professional learning and standards-aligned resources for all teachers, then teachers will improve their standards based instructional and grading practices, leading to increased achievement, growth and graduation rates for all subgroups.
<b>Point Person</b>	James Stout (jstout@my.putnamschools.org)

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Remedy tutors for AVID classes.</li> <li>2. Subs for teachers for planning standards based lessons and common assessments.</li> <li>3. Purchase Advanced Placement student score reports to use with teachers for data analysis and instructional planning.</li> <li>4. Professional development for teachers and leadership team from contracted consultant for support.</li> <li>5. Collaborate with district specialists to provide planning support for implementation.</li> <li>6. Provide the Jobs for Florida Graduates graduation coach additional hours to oversee the grade recovery lab after school.</li> </ol>
<b>Person Responsible</b>	Michelle Tucker (m3tucker@my.putnamschools.org)

**Plan to Monitor Effectiveness**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Tutors will be in the AVID classroom 2 days per week. These tutors will provide support for students in state assessed classes.</li> <li>2. Teachers of common preps will create common assessments and maintain common grade books. The planning sessions will be a half day, one day per month. Subs will be paid to cover classrooms. Grade books will be maintained in Skyward. Teachers will meet during power lunch after each common assessment to compare data from the common assessments and plan for remediation for the students that did not show mastery of the assessed standard(s).</li> <li>3. District and school leaders will review feedback from teachers and adjust based on their needs.</li> <li>4. Grade recovery data and labs will be monitored by administration.</li> </ol>
<b>Person Responsible</b>	James Stout (jstout@my.putnamschools.org)

**Part IV: Title I Requirements**

### **Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

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 and are trained in the Marzano Teacher Evaluation Model.

#### **PFEP Link**

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

#### **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. Students stay with the same counselor throughout high school. 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 every other 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.

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

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. Guidance Counselors are assigned to a cohort of students and follows them through graduation. In addition, Palatka High School has an onsite graduation coach working with seniors to make sure all graduation requirements are met. 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.

**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**

The U.S. Department of Education released proposed regulations to implement the requirements related to Federal spending in the Elementary and Secondary Education Act (ESEA), as recently revised by the Every Student Succeeds Act (ESSA) which states, Federal funds must supplement and may not supplant state and local funds. Regulations ensure that Federal funds are additive and do not take the place of state and local funds in low-income schools in keeping with the longstanding commitment under Title I that the nation's highest need students receive the additional financial resources necessary to help them succeed.

In accordance with ESSA Section 118 (b) (2), the methodology used to allocate State and local funds to each school receiving assistance under this part (Title I, Part A) ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Federal funds. The District has a methodology for support not supplant when allocating State and local funds to each school.

Each school year, the District's Chief Financial Officer assures State and local funds are distributed at an equal level by preparing a report showing comparability across all schools for the allocation of instructional staff. Staff allocations are based on a formula applied consistently so that all schools that are comparable receive allocations in a comparable manner. The report is audited by the State yearly to assure the District meets this mandate.

The funding formula is based on Florida Public Schools Full-time Equivalent (FTE) data. For the past several years, grades Kindergarten, first, second, and third grades have been allocated 1 teacher per 17 students. Grades four, five, six, seven, and eight are allocated 1 teacher per 21 students. Though the specific ratio may change year to year, this formula provides teachers for these grade levels at slightly below the ratio required to meet Florida's class size regulations.

Expenditures of titled funds at the school level are then monitored to ensure expenditures supplement the general curriculum and fulfill the intent of grant funding. All expenditures are reviewed by the Federal Programs Office to ensure compliance with applicable Federal and State guidelines.

Additionally, the school leadership team conducts a district unified Comprehensive Needs Assessment (CNA) towards the end of each school year. The CNA reports on how resources including personnel, instruction, and curriculum are aligned to identified needs. Student programming outcomes are monitored both in the CNA and district school data report-outs conducted quarterly.

Federal funding projects are monitored for auditing purposes by the Office of Federal Programs. Audit boxes for each program are maintained and aligned to pertinent work papers and Federal and State guidance.

**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. 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...).

**Part V: Budget**

<b>Total:</b>	<b>\$50,000.00</b>
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