

Manatee County Public Schools

Palmetto High School



2017-18 School Improvement Plan

Palmetto High School

1200 17TH ST W, Palmetto, FL 34221

www.manatee.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	No	58%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 Manatee County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Palmetto High School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Palmetto High School will educate and develop all students today for their success tomorrow.

b. Provide the school's vision statement

Palmetto High School will be an exemplary student-focused school that develops lifelong learners to be globally competitive.

2. School Environment

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

Palmetto High School strives to build a sense of pride and community within our school. Cultural relationships between teachers and students along with academic achievement is a vital link for all students' current and future success. Focusing on student's culture awareness provides the necessary link to build and interact with all shareholders. As students, teachers and staff interact within the classroom setting cultural information is shared and celebrated which brings unity, respect and cohesion within the educational structure of Palmetto High School.

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

Before school: Administrative and faculty "Meet and Greets" are available to all students during breakfast and on the courtyard. Staff is visible within the campus at all times. Student sweeps are conducted by the faculty randomly throughout the day ensuring safety. Administrators, Deans and Faculty routinely do "checking in and checking out" with students throughout the school day. Positive behaviors are reinforced by administrators, Deans and staff create a culture of mutual respect. After school: all students may participate in the supper program which is monitored by faculty. All students may participate in various student clubs as well as athletics. Additionally, administrators, deans and faculty are available to address student concerns and issues and follow up throughout the course of the school day.

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

Instructional time is protected for all students by maintaining a safe learning environment where discipline issues are dealt with quickly and consistently by following the Discipline Matrix that is distributed to students and parents at the beginning of the school year. Discipline is progressive following the consequence outlined in the Discipline Matrix. We are providing a variety of alternatives to discipline such as Lunch Detention and ATOSS that allow the students to continue to be engaged and learning.

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

Palmetto High School ensures the social-emotional needs of all students are being met, not only by providing counseling, mentoring and other student services but also by:

- Administrators, Guidance Counselors, and Deans are available to students every day.
- Outside agencies are resources that may be offered to students based upon need.
- The Deans have put in place a, “Check In-Check Out” Program that allows them to identify “at-risk” students, and meet with them on a weekly basis to review their grades, provide strategies to improve grades as well as strategies to improve teacher student relationships.
- Provide students with a differentiated delivery of services related to counseling through the social worker or school psychologist.
- The MTSS/RTI/IST team meets weekly to assess the needs of students and how best to ensure their academic success. The team identifies appropriate intervention to remove barriers blocking student success, graphs and evaluates the student interventions, and reassesses as necessary for academic success to be achieved.

3. Early Warning Systems

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

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

The school-based MTSS/IST Leadership Team will focus meetings around a multi-tiered approach to providing services and interventions to all students with the primary goal of helping them reach their full potential. The team will meet weekly. Through a collaborative problem-solving approach, the Leadership Team will review diagnostic data, progress monitoring data, and anecdotal and classroom-based data provided by teachers. Based on this information, the team will identify professional development activities needed to create and implement effective learning environments for groups and individual students. After determining that effective instructional practices are taking place, the team will identify individual students who are not meeting identified academic targets. These students will be referred to the school-based MTSS/IST Leadership Team for individual interventions.

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

- Attendance - less than 90% attendance rate
- Discipline - 1 or more suspensions as defined in s.1003.01. (5) F.S>
- Course Failure – Failed a mathematics or/and English Language Arts course
- Level 1 score on the statewide, standardized assessments in English Language Arts, and Mathematics.
- Credits - Seniors below 15 credits and GPA of 1.5 or less. GPA less than 2.0 for 9th, 10, and 11th graders.
- Retention - Retained pursuant to s.1008.25 (4)(c), F.S.

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	64	105	144	154	467
One or more suspensions	0	0	0	0	0	0	0	0	0	60	149	119	93	421
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	9	94	90	77	270
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	46	51	55	37	189

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	102	138	126	100	466

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

Interventions:

Attendance: Behavior Contract, Individual Incentives, Parent Conferences, Parent Teacher Student Conferences, Positive Reinforcement, Relationship Building, Check In/Check Out, Assigned Mentors, Counselor Meetings

Behavior: Behavior Contract, Individual Incentives, Parent Conferences, Parent Teacher Student Conferences, Positive Reinforcement, Relationship Building, Check In/Check Out, Assigned Mentors, Counselor Meetings

Academic: Additional time in Core Subjects, Credit Recovery Assistance, Odyssey courses, Florida Virtual School, Behavior Contract, Individual Incentives, Parent Conferences, Parent Teacher Student Conferences, Positive Reinforcement, Relationship Building, Check In/Check Out, Assigned Mentors, Counselor Meetings

B. Family and Community Engagement

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

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

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

No

1. PFEP Link

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

2. Description

Palmetto High School builds positive relationships with families throughout the school year to keep families involved and active in our our school community. The following methods and events are utilized:

- * Freshman & New Student Orientation prior to the start of school.
- * Back-To-School Night after first 3 weeks of school.
- * Frequent phone calls with school news and upcoming events.
- * Online grade book: Focus system
- * Teacher websites and Apps (Edline, Edmodo, Remind, etc.)
- * Parent Teacher Conferences as requested by staff and parents.

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

Palmetto High School actively recruits and sustains impactful relationships with local businesses and organizations. The purpose of recruitment is done to secure resources. Businesses donate goods and services, as well as monies to be used in support of student achievement. Local support is celebrated and recognized through a scheduled yearly district event.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Auckerman, Carl	Principal
Austerman, Rebecca	Assistant Principal
Bouleris, Susan	Teacher, K-12
Delesline, Monica	Assistant Principal
Fabiano, Laurel	Teacher, K-12
Gonzales, Laura	Other
Hall, Rhonda	Guidance Counselor
Hoover, Wendy	Teacher, K-12
McMillan, Kari	Teacher, K-12
Olson, Joni	Teacher, K-12
Rainwater, Carrie	Other
Rup, Ed	Teacher, K-12
Simmons, Quantas	Assistant Principal

b. Duties

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

1. The PHS school leadership team consists of the Principal (Carl Auckerman), the Assistant Principals (Rebecca Austerman, Monica DeLesline, and Quantas Simmons), Test Coordinator (Laura Gonzalez), and Department Chairs (ESE-Jennifer Stevens, Guidance-Rhonda Hall, ELA-Joni Olson, Reading-Sue Bouleris, Math-Kari McMillan, Social Studies-Ed Rup, Science- Wendy Hoover).
 2. SAC officers include the Chair, Vice Chair, Secretary, and members at large (parents, students, faculty, and community). PHS is in compliance with SAC membership requirements as they relate to total membership. PHS continues to conduct new member activities such as “call outs” to school parents and publication of meeting dates (agendas, PHS website, PHS newspaper print/online, Tiger TV, open house, and back-to-school night). In addition, the Principal sends out personal invitations to parents asking them to attend a SAC meeting.

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

Meetings of the ILT occur on a monthly basis. The team identifies challenges to student and school success and then prioritizes expenditures and efforts based on greatest impact on student achievement and success of the school.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Carl Austerman	Principal
Rebecca Austerman	Teacher
Linda Carnes	Teacher
Brian Kendzior	Teacher
Diane Lang	Parent
LuLu Easterling	Student

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The SAC officers and SAC members reviewed and approved all goals and objectives for the previous school year.

b. Development of this school improvement plan

The SAC officers and SAC members reviewed, discussed and approved the 2017/2018 PHS school improvement plan.

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

The 2017/2018 SIP budget was derived based upon goals and objectives developed by each department based on the projected student academic improvement.

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

SIP monies were allocated based on individual SIP funding requests as aligned with the 2017/2018 department goals/objectives. Teachers submit an application to the SAC for classroom grants and funds. The staff member presents the request, answers questions from SAC members, and then the request is approved or denied based on a majority vote of SAC members.

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
Auckerman, Carl	Principal
Austerman, Rebecca	Assistant Principal
Fabiano, Laurel	Instructional Media
Bouleris, Susan	Teacher, K-12
Olson, Joni	Teacher, K-12

b. Duties

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

The LLT meets monthly to discuss strategies presented through professional development to staff for improvement of students academic progress and achievement. We provide common readings and share resources. The LLT ensures pacing is consistent across classrooms, that data is view, used, and shared, and that the programs provided are taught with fidelity. Literacy week is celebrated across campus and includes a diverse group of students.

D. Public and Collaborative Teaching

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

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

Department meetings, Professional Learning Communities, Book Study Groups, and common lunch times are regular monthly and daily occurrences. Modified instructional days are once each month and include extended time for developing positive working relationships.

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

Palmetto High School continues to strive to recruit, develop, and retain highly effective teachers. We communicate with local and state level institutions to actively recruit teachers seeking instructional opportunities within Manatee County. We support and retain these teachers by providing them with peer teachers. Mentoring is provided by content area department chairs and all become members of a teacher collaborative team. Professional Development is provided on identified Professional Learning Wednesdays and scheduled SIP training days. Professional Development includes but is not limited to comprehension instructional sequence lesson, tiered vocabulary, text structure training, extended writing responses, and computer based applications as provided by the district.

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

Palmetto High School has instituted a program in which new educators are being mentored by experienced educators. This enables new educators to feel welcomed while developing a culture of high academic achievement, policies and procedures, and high student expectations. It is hoped that new teachers will choose to remain at PHS in the future. In addition, during the first days of school, additional staff is present to assist with new routines and procedures.

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

PHS uses data to provide and differentiate instruction to meet the diverse needs of students. Students are enrolled in an intensive reading program. Students receive instruction using Reading Plus and Teengagement programs. A cold reading is given twice per quarter for progress monitoring. All teachers are trained to access data from Focus and Peer. Teachers are also provided hard copies of student 504 accommodations. All faculty are afforded the opportunity to use Study Island and can pull data for feedback. Reading teachers are trained to pull Reading Plus data. Specific Mathematics teachers are trained to pull SuccessMaker data. Language Arts Teachers are trained to pull Write Smart data. Social Studies, science and ELA teachers are also implements quarterly Write to Learn assessments in each content area. Courses offered at PHS adhere to district pacing guides that align with state standards and assessments.

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

Instructional Strategies: PHS ensures its core instructional programs and materials are aligned to Florida's standards by enabling teachers to attend content core specific trainings as offered by state, local and district entities. Curriculum Road Maps and pacing guides are provided by the district and implemented by the teachers within their specific content area. Benchmark are given quarterly. EOC exams are given first and second semester based upon Florida Standards. Teachers implement the Gradual Release of Responsibility model, Marzano methods, and Max's Thompson's strategies, and utilize lesson plans designed around the Danielson Model. Pre- AICE and AICE teachers receive additional training to supplement their Cambridge University curriculum.

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: 1,620

NJHS provides tutoring after school for those students who needs additional academic support. ACT and SAT preparation is provided for students scheduled to test.

Strategy Rationale

Multiple layers of support will increase individual student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

ACT and SAT test results.

Strategy: Summer Program

Minutes added to school year: 1,440

Summer Credit Recovery

Strategy Rationale

Student who did not pass a core class will have the opportunity to relearn the content and demonstrate competency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Austerman, Rebecca , austermanr@manateeschools.net

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

Course completion results

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

PHS employs several strategies to support incoming and outgoing cohorts of students in transition from one school level to another. Annually the incoming 9th grade class is scheduled to tour the PHS campus to introduce potential PHS students to the campus activities of "The PHS Life," encouraging students to participate and belong. Every August each class gathers in the new auditorium for orientation, meets with the administrative and support teams, and receives cohort specific information. Each semester Guidance Counselors meet with each cohort to discuss course/credit requirements for graduation; this occurs twice a year.

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

PHS has adopted several strategies to advance college and career awareness

- College Fair days (2 per year)
- Students visit college campuses for the day
- Students participate in various OJT opportunities throughout the local community
- *Internship opportunities for students
- *Partnership with Vocational Rehabilitation

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

PHS has adopted several strategies to advance career awareness while promoting career readiness.

- Career Awareness: Business partnerships, Industry partnerships
- Career Readiness: OJT
- Career/Technical Education Programs: Child Care, Bldg Trade, BioMed
- Industry Certifications: Adobe, MicroSoft
- Career /Technical Education integration: Biotechnology

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

The TABE test will be offered two times during the school year. The guidance counselors will meet individually with the students following up on test results and career planning. The ASVAB will be offered during the school year for career exploration purposes, which will identify academic strengths and weaknesses and determine career readiness.

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 PERT test is given to students to measure their readiness for Advanced Placement and Dual Enrollment courses. Juniors and seniors take the PERT to determine readiness and receive a concordant score if needed.

- College: Math for College Readiness, English 4 for College Readiness
- Student Readiness: analyze the High School Feedback Report [Florida Statutes 1008.37(4)] and monitor student progress in college readiness courses

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The percentage of students who have less than 90% attendance will decrease to 16%.
- G2.** The percentage of students earning passing scores on all AICE and AP course exams will increase by 5%.
- G3.** The percentage of the L25 Math students showing learning gains on the Math EOCs (algebra and geometry) will increase by 10%.
- G4.** The percentage of students earning an Industry Certification will increase by 10%.
- G5.** The percentage of students graduating within 4 years of entering high school will increase by 5%.
- G6.** The percentage of students scoring at a proficient level in English Language Arts on the FSA will increase by 5%.
- G7.** The percentage of students scoring at a proficient level in Social Studies on the EOC exam will improve by 5%.
- G8.** The percentage of students scoring at a proficient level in Science on the EOC exam will increase by 5%.
- G9.** The percentage of students scoring at a proficient level on Mathematics EOC exams (Algebra and Geometry) will increase by 5%.
- G10.** The percentage of the L25 ELA students showing learning gains on the FSA ELA will increase by 10%.

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. The percentage of students who have less than 90% attendance will decrease to 16%. 1a

G091323

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	16.0

Targeted Barriers to Achieving the Goal 3

- Student attendance often reflects a variety of factors that create the problem.

Resources Available to Help Reduce or Eliminate the Barriers 2

- College & Career Adviser, Parent Involvement and Communication

Plan to Monitor Progress Toward G1. 8

Attendance data from Focus and from Bright Bytes

Person Responsible

Rebecca Austerman

Schedule

On 6/1/2018

Evidence of Completion

G2. The percentage of students earning passing scores on all AICE and AP course exams will increase by 5%. 1a

G091080

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	56.0

Targeted Barriers to Achieving the Goal 3

- Enrollment processes, Parent Override system, and Test Variability

Resources Available to Help Reduce or Eliminate the Barriers 2

- AICE Training, AP Conferences, AP Grading participation, District Pupil Progression Plan

Plan to Monitor Progress Toward G2. 8

Person Responsible

Ed Rup

Schedule

Evidence of Completion

G3. The percentage of the L25 Math students showing learning gains on the Math EOCs (algebra and geometry) will increase by 10%. 1a

G091079

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	38.0

Targeted Barriers to Achieving the Goal 3

- The L25 students will need additional instructional time.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Intensive Math courses, SuccessMaker computer Program, Algebra Nation software.

Plan to Monitor Progress Toward G3. 8

SuccessMaker data from each Intensive math course.

Person Responsible

Rebecca Austerman

Schedule

On 6/1/2018

Evidence of Completion

SuccessMaker data from each Intensive math course.

G4. The percentage of students earning an Industry Certification will increase by 10%. 1a

G090626

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Passing Rate	56.0

Targeted Barriers to Achieving the Goal 3

- Identifying appropriate certifications based on new course offerings and changes in legislation
- Acquiring resources necessary to offer appropriate certifications.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Course Curriculum and Text that is aligned with Industry certification assessment; Training for Faculty offering new certifications and courses; Community partnerships,

Plan to Monitor Progress Toward G4. 8

Data indicates there are a number of students who have not attempted or passed industry certification assessments offered through relevant career themed courses.

Person Responsible

Quantas Simmons

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Check monthly to verify which students have not attempted or passed industry certification assessments offered through relevant career themed courses.

G5. The percentage of students graduating within 4 years of entering high school will increase by 5%. 1a

G090627

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	95.0

Targeted Barriers to Achieving the Goal 3

- PHS has a number of students who transfer in from other district schools, other Florida counties, and other states. Many times these students are behind on credits, GPA and test history.

Resources Available to Help Reduce or Eliminate the Barriers 2

- FOCUS reports, district maintained database reports, and district approved resources that support the 12 graduation options available to our high schools.

Plan to Monitor Progress Toward G5. 8

The ILT team, MTSS team, and the administrative team will monitor the "at risk" indicators.

Person Responsible

Rebecca Austerman

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

A decrease in the number of "at risk" students each quarter

G6. The percentage of students scoring at a proficient level in English Language Arts on the FSA will increase by 5%. 1a

G090628

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	43.0

Targeted Barriers to Achieving the Goal 3

- Student motivation in reading courses.

Resources Available to Help Reduce or Eliminate the Barriers 2

- HMH Collections textbook, HMH performance Assessment workbook, HMH close reader, Write Smart, Write To Learn, Reading Plus program

Plan to Monitor Progress Toward G6. 8

Continued professional development and utilization of AVID WICOR strategies
Use of high order questioning and essential questions in the classroom
Continue to use LAFS standards and target instruction to greatest area of need based on common assessments
Use of Write to Learn data and feedback for individual students writing samples (quarterly)
Continue grade level data chats

Person Responsible

Joni Olson

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Ongoing progress monitoring, lesson plans, teacher collaborative teams data, quarterly benchmark assessments

G7. The percentage of students scoring at a proficient level in Social Studies on the EOC exam will improve by 5%. 1a

G090630

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	62.0

Targeted Barriers to Achieving the Goal 3

- Student apathy due to the belief that the EOC "doesn't count" and that there are no consequences for their performance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- U.S. History textbooks, The Gateway to U.S. History: The Bridge to Success on Florida's EOC Test prep book and workbook. Primary source activities and practice from the Stanford History Education Group (sheg.org).

Plan to Monitor Progress Toward G7. 8

Teachers will enhance instruction by using the note taking workbook that comes with the text, as well as using the Gateway to U.S. History, the test prep book and sheg.org. This will give students the opportunity for additional practice with original source documents.

Person Responsible

Ed Rup

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

The U.S. History teachers will use the results of the quarterly benchmark tests as well as the 2016-2017 EOC scores.

G8. The percentage of students scoring at a proficient level in Science on the EOC exam will increase by 5%. 1a

G090631

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	78.0

Targeted Barriers to Achieving the Goal 3

- The Biology EOC relies heavily on reading.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Textbooks, online tutorials, benchmark exams

Plan to Monitor Progress Toward G8. 8

All biology teachers will share lesson plans and stay at the same pace to insure that all students are getting the same information. (Science Dept. Chair and science teachers)
Students will take several practice EOC exams to prepare them for the final Biology EOC. This will give the student an idea of the kinds of questions they may see on the test.

Person Responsible

Wendy Hoover

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Teachers will monitor the progress of the individual student using the exam grades as a guide.

G9. The percentage of students scoring at a proficient level on Mathematics EOC exams (Algebra and Geometry) will increase by 5%. 1a

G090632

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	43.0

Targeted Barriers to Achieving the Goal 3

- Academic preparedness when entering high school

Resources Available to Help Reduce or Eliminate the Barriers 2

- Success Maker, Algebra Nation, Learning Strategies courses, Quarterly benchmark assessment

Plan to Monitor Progress Toward G9. 8

PHS Algebra students will Increase proficiency on Algebra 1 EOC

Person Responsible

Rebecca Austerman

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Local benchmark quarterly data and EOC scores released by the State of Florida

G10. The percentage of the L25 ELA students showing learning gains on the FSA ELA will increase by 10%. **1a**

G090633

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	32.0

Targeted Barriers to Achieving the Goal **3**

- Non-proficient students entering high school without requisite skills in reading and writing.

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

- Grade Level 9th & 10th: Reading Plus computerized program Teengagement - progress monitoring Vocabulary Instruction from Perfection Learning
- Grade Level 11th & 12th: The Real ACT Prep Book 100 ACT tests for September Testing - concordant scores Building College Reading Skills Townsend Press Ten Steps Series Advanced College Reading Skills An SAT prep workbook (TBD) USA Test Prep

Plan to Monitor Progress Toward G10. **8**

Reading teachers will use professional development, Ongoing Progress Monitoring and Data Review, Daily reading of academic text, Daily academic reading and integration of vocabulary, Explicit academic vocabulary instruction, Integration of vocabulary in writing including citing text evidence, Implementation of Achieve 3000 – 9th & 10th grade, Utilization of Teengagement, and Utilization of “The Real ACT Prep Book”

Person Responsible

Quantas Simmons

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Students learning gains will increase, Improved Achieve Data, Improved targeted benchmarks, and Improved 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. The percentage of students who have less than 90% attendance will decrease to 16%. **1**

 G091323

G1.B1 Student attendance often reflects a variety of factors that create the problem. **2**

 B244232

G1.B1.S1 Emphasize and communicate that attendance as a key to academic and future success. This will occur during New Student Orientation, Back to School Night, and through Connect Ed messages. **4**

 S257404

Strategy Rationale

Action Step 1 **5**

Person Responsible

Rebecca Austerman

Schedule

On 6/1/2018

Evidence of Completion

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

Person Responsible

Rebecca Austerman

Schedule

On 6/1/2018

Evidence of Completion

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

Person Responsible

Rebecca Austerman

Schedule

On 6/1/2018

Evidence of Completion

G2. The percentage of students earning passing scores on all AICE and AP course exams will increase by 5%.

1

G091080

G2.B1 Enrollment processes, Parent Override system, and Test Variability 2

B244240

G2.B1.S1 Teachers will attend AICE & AP Trainings. Teachers will apply to be AP graders. Review Pupil progression plan. 4

S257411

Strategy Rationale

These strategies will increase student performance and instructional strategies.

Action Step 1 5

Person Responsible

Monica Delesline

Schedule

On 6/1/2018

Evidence of Completion

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

Person Responsible

Monica Delesline

Schedule

On 6/1/2018

Evidence of Completion

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

Person Responsible

Monica Delesline

Schedule

On 6/1/2018

Evidence of Completion

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

Person Responsible

Monica Delesline

Schedule

On 6/1/2018

Evidence of Completion

G3. The percentage of the L25 Math students showing learning gains on the Math EOCs (algebra and geometry) will increase by 10%. 1

G091079

G3.B1 The L25 students will need additional instructional time. 2

B244241

G3.B1.S1 L25 will be placed in both a math course needed for graduation and an intensive math course.

4

S257412

Strategy Rationale

Students will have double the exposure time to remediation and math content.

Action Step 1 5

Ensure L25 students are placed in an Intensive Math course.

Person Responsible

Rhonda Hall

Schedule

On 6/1/2018

Evidence of Completion

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

Time on task and results data will be pulled monthly.

Person Responsible

Kari McMillan

Schedule

On 6/1/2018

Evidence of Completion

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

Time of task and improvement data will be pulled monthly.

Person Responsible

Kari McMillan

Schedule

On 6/1/2018

Evidence of Completion

G4. The percentage of students earning an Industry Certification will increase by 10%. 1

G090626

G4.B1 Identifying appropriate certifications based on new course offerings and changes in legislation 2

B242112

G4.B1.S1 Identify a minimum of 2 certifications for each vocational elective course. 4

S255210

Strategy Rationale

Identification will be an essential step in creating the framework to meet our goal.

Action Step 1 5

Identify exams that could be paired with each vocational course.

Person Responsible

Quantas Simmons

Schedule

On 6/1/2018

Evidence of Completion

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

Conference with vocational teachers regarding industry certifications.

Person Responsible

Laura Gonzales

Schedule

On 6/1/2018

Evidence of Completion

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

Monitor progress and data toward the goal

Person Responsible

Quantas Simmons

Schedule

On 6/1/2018

Evidence of Completion

G4.B2 Acquiring resources necessary to offer appropriate certifications. 2

B242113

G4.B2.S1 Teachers will request SAC Mini Grants that are tied to this goal. 4

S257458

Strategy Rationale

This will acquire additional funding for this project.

Action Step 1 5

Teachers will complete and present SAC Mini Grant applications.

Person Responsible

Quantas Simmons

Schedule

On 6/1/2018

Evidence of Completion

Action Step 2 5

Teachers will complete and present SAC Mini Grant applications.

Person Responsible

Quantas Simmons

Schedule

On 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Data regarding who has taken and passed an industry certification will be pulled monthly.

Person Responsible

Quantas Simmons

Schedule

On 6/1/2018

Evidence of Completion

G5. The percentage of students graduating within 4 years of entering high school will increase by 5%. 1

G090627

G5.B1 PHS has a number of students who transfer in from other district schools, other Florida counties, and other states. Many times these students are behind on credits, GPA and test history. 2

B242115

G5.B1.S1 Guidance counselors will assess these students as soon as possible upon entering. 4

S257478

Strategy Rationale

This will help ensure that students graduate in four years.

Action Step 1 5

Obtain transcripts and create a plan of action for all students enrolling at PHS.

Person Responsible

Rhonda Hall

Schedule

On 6/1/2018

Evidence of Completion

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

Frequent meetings with students and parents to ensure plan is being implemented with fidelity.
Note

Person Responsible

Monica Delesline

Schedule

On 6/1/2018

Evidence of Completion

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

Data collection from Focus

Person Responsible

Monica Delesline

Schedule

On 6/1/2018

Evidence of Completion

G6. The percentage of students scoring at a proficient level in English Language Arts on the FSA will increase by 5%. 1

G090628

G6.B1 Student motivation in reading courses. 2

B244334

G6.B1.S1 Develop student ownership of their data and progress in ELA skills 4

S257490

Strategy Rationale

Students who own their own success will be more likely to demonstrate learning gains.

Action Step 1 5

Students will analyze their own data on a monthly (or more frequent) basis.

Person Responsible

Susan Bouleris

Schedule

On 6/1/2018

Evidence of Completion

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

The department chair will review the process for

Person Responsible

Susan Bouleris

Schedule

On 6/1/2018

Evidence of Completion

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

Review of student process

Person Responsible

Susan Bouleris

Schedule

On 6/1/2018

Evidence of Completion

G7. The percentage of students scoring at a proficient level in Social Studies on the EOC exam will improve by 5%. 1

G090630

G7.B1 Student apathy due to the belief that the EOC "doesn't count" and that there are no consequences for their performance. 2

B242118

G7.B1.S1 Deliberate reinforcement that the EOC reflects on their PHS diploma and the exam grade. 4

S257491

Strategy Rationale

This may motivate students to work toward a better score on the EOC.

Action Step 1 5

Increase discussion and reflection on the importance of the EOC and building the school culture.

Person Responsible

Ed Rup

Schedule

On 6/1/2018

Evidence of Completion

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

Documentation of efforts in teacher lesson plans.

Person Responsible

Ed Rup

Schedule

On 6/1/2018

Evidence of Completion

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

Data from benchmark assessments will be pulled each quarter.

Person Responsible

Ed Rup

Schedule

On 6/1/2018

Evidence of Completion

G8. The percentage of students scoring at a proficient level in Science on the EOC exam will increase by 5%.

1

G090631

G8.B1 The Biology EOC relies heavily on reading. 2

B242121

G8.B1.S1 Students who scored a level 1 or 2 in reading will be given an extra year of science prior to taking the Biology course. During that time, they will be enrolled in a reading course. 4

S257514

Strategy Rationale

This will provide additional time for the student to build their reading and science skills.

Action Step 1 5

Correctly place Level 2 and 3 readers in science courses and reading courses.

Person Responsible

Schedule

On 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Counselors will check to ensure each student is correctly placed for science and reading.

Person Responsible

Rhonda Hall

Schedule

On 6/1/2018

Evidence of Completion

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

Conference notes and credit sheet check off lists will be completed for each student.

Person Responsible

Rhonda Hall

Schedule

On 6/1/2018

Evidence of Completion

G9. The percentage of students scoring at a proficient level on Mathematics EOC exams (Algebra and Geometry) will increase by 5%. 1

G090632

G9.B3 Academic preparedness when entering high school 2

B242124

G9.B3.S1 Placement of Level 1 and 2 math students in intensive math courses. 4

S257515

Strategy Rationale

Additional time on math concepts and math remediation will improve assessment data.

Action Step 1 5

Students will be placed in intensive math courses if they previously scored a level 1 or 2 on a state assessment.

Person Responsible

Rhonda Hall

Schedule

On 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G9.B3.S1 6

Each counselor will document student courses and ensure correct placement in courses.

Person Responsible

Rhonda Hall

Schedule

On 6/1/2018

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G9.B3.S1 7

Benchmark assessment data will be reviewed after each assessment.

Person Responsible

Kari McMillan

Schedule

On 6/1/2018

Evidence of Completion

G10. The percentage of the L25 ELA students showing learning gains on the FSA ELA will increase by 10%.

1

G090633

G10.B1 Non-proficient students entering high school without requisite skills in reading and writing. 2

B242126

G10.B1.S1 All L25 students will be placed in an intensive reading course. 4

S257549

Strategy Rationale

Additional support and time spent on ELA skills will increase learning gains for this group of students.

Action Step 1 5

Students in the L25 will be placed in Intensive Reading.

Person Responsible

Rhonda Hall

Schedule

On 6/1/2018

Evidence of Completion

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

Counselors will keep records of students scores and course enrollment.

Person Responsible

Rhonda Hall

Schedule

On 6/1/2018

Evidence of Completion

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

Intensive reading teachers will monitor and review student data on a monthly basis.

Person Responsible

Susan Bouleris

Schedule

On 6/1/2018

Evidence of Completion





IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA1 M355621	[no content entered]	Rup, Ed	No Start Date		No End Date one-time
G4.B2.S1.MA1 M357361	[no content entered]		No Start Date		No End Date one-time
G7.MA1 M352582	Teachers will enhance instruction by using the note taking workbook that comes with the text, as...	Rup, Ed	8/10/2017	The U.S. History teachers will use the results of the quarterly benchmark tests as well as the 2016-2017 EOC scores.	5/31/2018 quarterly
G3.B1.S1.A1 A338284	Ensure L25 students are placed in an Intensive Math course.	Hall, Rhonda	8/11/2017		6/1/2018 one-time
G5.MA1 M352579	The ILT team, MTSS team, and the administrative team will monitor the "at risk" indicators.	Austerman, Rebecca	8/10/2017	A decrease in the number of "at risk" students each quarter	6/1/2018 monthly
G6.MA1 M352580	Continued professional development and utilization of AVID WICOR strategies Use of high order...	Olson, Joni	8/10/2017	Ongoing progress monitoring, lesson plans, teacher collaborative teams data, quarterly benchmark assessments	6/1/2018 quarterly
G3.MA1 M355622	SuccessMaker data from each Intensive math course.	Austerman, Rebecca	8/11/2017	SuccessMaker data from each Intensive math course.	6/1/2018 one-time
G8.MA1 M352583	All biology teachers will share lesson plans and stay at the same pace to insure that all students...	Hoover, Wendy	8/10/2017	Teachers will monitor the progress of the individual student using the exam grades as a guide.	6/1/2018 monthly
G9.MA1 M352584	PHS Algebra students will Increase proficiency on Algebra 1 EOC	Austerman, Rebecca	8/10/2017	Local benchmark quarterly data and EOC scores released by the State of Florida	6/1/2018 monthly
G10.MA1 M352585	Reading teachers will use professional development, Ongoing Progress Monitoring and Data Review,...	Simmons, Quantas	8/10/2017	Students learning gains will increase, Improved Achieve Data, Improved targeted benchmarks, and Improved graduation rate	6/1/2018 monthly
G4.B1.S1.MA1 M357351	Monitor progress and data toward the goal	Simmons, Quantas	8/11/2017		6/1/2018 one-time
G4.B1.S1.MA1 M357317	Conference with vocational teachers regarding industry certifications.	Gonzales, Laura	8/11/2017		6/1/2018 one-time
G4.B1.S1.A1 A338315	Identify exams that could be paired with each vocational course.	Simmons, Quantas	8/11/2017		6/1/2018 one-time
G1.B1.S1.MA1 M357281	[no content entered]	Austerman, Rebecca	8/11/2017		6/1/2018 one-time
G1.B1.S1.MA1 M357269	[no content entered]	Austerman, Rebecca	8/11/2017		6/1/2018 one-time
G1.B1.S1.A1 A338269	[no content entered]	Austerman, Rebecca	8/11/2017		6/1/2018 one-time
G2.B1.S1.MA1 M357285	[no content entered]	Delesline, Monica	8/11/2017		6/1/2018 one-time
G2.B1.S1.MA1 M357283	[no content entered]	Delesline, Monica	8/11/2017		6/1/2018 one-time
G2.B1.S1.MA1 M357284	[no content entered]	Delesline, Monica	8/11/2017		6/1/2018 one-time
G2.B1.S1.A1 A338283	[no content entered]	Delesline, Monica	8/11/2017		6/1/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1 M357287	Time of task and improvement data will be pulled monthly.	McMillan, Kari	8/11/2017		6/1/2018 one-time
G3.B1.S1.MA1 M357286	Time on task and results data will be pulled monthly.	McMillan, Kari	8/11/2017		6/1/2018 one-time
G4.MA1 M352578	Data indicates there are a number of students who have not attempted or passed industry...	Simmons, Quantas	8/10/2017	Check monthly to verify which students have not attempted or passed industry certification assessments offered through relevant career themed courses.	6/1/2018 monthly
G4.B2.S1.MA1 M357362	Data regarding who has taken and passed an industry certification will be pulled monthly.	Simmons, Quantas	8/11/2017		6/1/2018 one-time
G1.MA1 M357282	Attendance data from Focus and from Bright Bytes	Austerman, Rebecca	8/11/2017		6/1/2018 one-time
G4.B2.S1.A1 A338337	Teachers will complete and present SAC Mini Grant applications.	Simmons, Quantas	8/11/2017		6/1/2018 one-time
G4.B2.S1.A2 A338338	Teachers will complete and present SAC Mini Grant applications.	Simmons, Quantas	8/11/2017		6/1/2018 one-time
G5.B1.S1.MA1 M357402	Data collection from Focus	Delesline, Monica	8/11/2017		6/1/2018 one-time
G5.B1.S1.MA1 M357401	Frequent meetings with students and parents to ensure plan is being implemented with fidelity. Note	Delesline, Monica	8/11/2017		6/1/2018 one-time
G5.B1.S1.A1 A338362	Obtain transcripts and create a plan of action for all students enrolling at PHS.	Hall, Rhonda	8/11/2017		6/1/2018 one-time
G6.B1.S1.MA1 M357416	Review of student process	Bouleris, Susan	8/11/2017		6/1/2018 one-time
G6.B1.S1.MA1 M357415	The department chair will review the process for	Bouleris, Susan	8/11/2017		6/1/2018 one-time
G6.B1.S1.A1 A338376	Students will analyze their own data on a monthly (or more frequent) basis.	Bouleris, Susan	8/11/2017		6/1/2018 one-time
G7.B1.S1.MA1 M357418	Data from benchmark assessments will be pulled each quarter.	Rup, Ed	8/11/2017		6/1/2018 one-time
G7.B1.S1.MA1 M357417	Documentation of efforts in teacher lesson plans.	Rup, Ed	8/11/2017		6/1/2018 one-time
G7.B1.S1.A1 A338377	Increase discussion and reflection on the importance of the EOC and building the school culture.	Rup, Ed	8/11/2017		6/1/2018 one-time
G8.B1.S1.MA1 M357483	Conference notes and credit sheet check off lists will be completed for each student.	Hall, Rhonda	8/11/2017		6/1/2018 one-time
G8.B1.S1.MA1 M357482	Counselors will check to ensure each student is correctly placed for science and reading.	Hall, Rhonda	8/11/2017		6/1/2018 one-time
G8.B1.S1.A1 A338411	Correctly place Level 2 and 3 readers in science courses and reading courses.		8/11/2017		6/1/2018 one-time
G9.B3.S1.MA1 M357485	Benchmark assessment data will be reviewed after each assessment.	McMillan, Kari	8/11/2017		6/1/2018 one-time
G9.B3.S1.MA1 M357484	Each counselor will document student courses and ensure correct placement in courses.	Hall, Rhonda	8/11/2017		6/1/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G9.B3.S1.A1  A338412	Students will be placed in intensive math courses if they previously scored a level 1 or 2 on a...	Hall, Rhonda	8/11/2017		6/1/2018 one-time
G10.B1.S1.MA1  M357561	Intensive reading teachers will monitor and review student data on a monthly basis.	Bouleris, Susan	8/11/2017		6/1/2018 one-time
G10.B1.S1.MA1  M357560	Counselors will keep records of students scores and course enrollment.	Hall, Rhonda	8/11/2017		6/1/2018 one-time
G10.B1.S1.A1  A338451	Students in the L25 will be placed in Intensive Reading.	Hall, Rhonda	8/11/2017		6/1/2018 one-time

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1		\$0.00
2	G10.B1.S1.A1	Students in the L25 will be placed in Intensive Reading.	\$0.00
3	G2.B1.S1.A1		\$0.00
4	G3.B1.S1.A1	Ensure L25 students are placed in an Intensive Math course.	\$0.00
5	G4.B1.S1.A1	Identify exams that could be paired with each vocational course.	\$0.00
6	G4.B2.S1.A1	Teachers will complete and present SAC Mini Grant applications.	\$0.00
7	G4.B2.S1.A2	Teachers will complete and present SAC Mini Grant applications.	\$0.00
8	G5.B1.S1.A1	Obtain transcripts and create a plan of action for all students enrolling at PHS.	\$0.00
9	G6.B1.S1.A1	Students will analyze their own data on a monthly (or more frequent) basis.	\$0.00
10	G7.B1.S1.A1	Increase discussion and reflection on the importance of the EOC and building the school culture.	\$0.00
11	G8.B1.S1.A1	Correctly place Level 2 and 3 readers in science courses and reading courses.	\$0.00
12	G9.B3.S1.A1	Students will be placed in intensive math courses if they previously scored a level 1 or 2 on a state assessment.	\$0.00
Total:			\$0.00