



## Palatka High School

302 MELLON RD, Palatka, FL 32177

phs.putnamschools.org

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

65%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

43%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C		B

### School Board Approval

This plan was approved by the Putnam County School Board on 2/17/2015.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

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

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

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

#### School Environment

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

Palatka High School offers many opportunities for relationships to form between families, students and teachers. Registration is open to parents and students as a time to meet teachers and view the campus before the school year begins. Open house follows early in the year and provides another opportunity for teachers and administrators to meet families and build relationships. Our guidance counselors meet with students daily and facilitate meetings between teachers, parents and students to further strengthen the family/home connection. This year, our school implemented an hour-long lunch period during which all students have the opportunity to participate during the school day in tutoring and clubs. As teachers sponsor these activities, this time provides another opportunity to learn about students and build relationships. Advancement Via Individual Determination (AVID) combined with our GEARUP program help minority and low socioeconomic students who are traditionally underrepresented in postsecondary education become college ready.

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

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

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

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

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Palatka High School ensures the social-emotional needs of all students by providing Guidance and Counseling to all students. We have 4 counselors, they are Amanda Burney (12th grade), Marlene Ogle (10th and 11th, AVID), Rebecca Motes (9th grade/MTSS) and Michael Chaires (Resource Counselor/ESOL). These counselors help students with the transition to high school, provide mentoring services (Panther Pals Mentoring Program for freshman students to be paired with a Senior).

**Early Warning Systems**

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

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

The early warning systems for Palatka High School include:

- \*Attendance (Below 90 percent)
- \*One or more Suspensions, whether in school or out of school
- \*Failure of English Language Arts/Mathematics
- \*Level 1 on statewide, standardized assessments in English Language Arts or Mathematics
- \*Failure of End-of-course (EOC) exams for Algebra I, Biology, Geometry or US History
- \*Tardies to school
- \*Extended illnesses
- \*Previous retentions in the early grades
- \*Three or more discipline referrals per nine weeks

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	153	129	93	68	443
One or more suspensions	72	36	13	11	132
Course failure in ELA or Math	61	48	16	14	139
Level 1 on statewide assessment	56	33	26	13	128
	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	39	26	13	8	86

**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)  
 AVID program  
 Gear-Up Program  
 Mentoring - Administrators, Teachers and Community Members  
 Mediations (Peer)  
 Tutoring - During school hours - PPTT lunch hour (teachers, students and gear-up counselors)  
 Afterschool - In the Guidance Office with NHS members.

**Family and Community Involvement**

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

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

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

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

No

**PIP Link**

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

**Description**

Palatka High School coordinates and integrates parental involvement programs and activities that teach parents how to help their children at home through phone messages using the Alert Now system, newsletters, Project Praise, ESOL support, childcare services and bus transportation for our students with children of their own. Parents are made aware of the school's Title I program and the nature of Title I during our Fall open house, Title I Annual Meeting Summary, SAC meetings, and AVID Parent Nights. Parents are given a copy of the Title I Bifold Handout and participate in the Parent Self Survey on Promoting Positive Educational Experiences. In order to build capacity for strong parental support, Palatka High School offers the following activities: Advanced Placement Parent Night, Financial Aid and Scholarship Meeting, District Wide College Night, Freshman Orientation Link Crew, AVID Parent Nights, Upper Classmen Parent Nights, and District Wide Career Fair. To build ties between parents and teachers, our school requires documentation of positive parent contact, MTSS, and the Skyward Parent Portal. Teachers are given professional development through data and team leader meetings, and are trained in the Marzano Teacher Evaluation Model - Domain 4.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

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

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

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

**Duties**

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

- Mary Beth Hedstrom - Principal
- Jerome Wilkerson - Assistant Principal
- Andrew Burnett - Assistant Principal
- Pamela Brown - Assistant Principal
- Kelly Riddle - Content Resource Teacher
- Andrew Belcher - ELA Department Leader
- Stefan Hill - Math Department Leader
- Diana Latta - Science Department Leader
- Walter Dinkla - Social Studies Department Leader
- Robert Waters - CTE Department Leader
- Eva Fales - Electives Leader

Michael Chaires - Guidance  
Wanda T. Wilkinson - TOSA

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

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

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

Title I, Part A. Improving the Academic Achievement of the Disadvantaged by Improving Basic Programs Operated by Local Educational Agencies. Title I, Part A programs are coordinated through the District Instructional Team (IT) and includes the above mentioned personnel and the Directors of Elementary, Secondary, Exceptional Student Education, and Federal Programs. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure all entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. Communication throughout the year is ongoing with the building level administrators regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways: (1) Principal meetings are scheduled monthly; (2) Periodic and scheduled validity assessments are completed during the year by the IT; (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school; (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year; (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed.

Title I, Part C – Migrant. 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 district Instrumental Team (IT) and includes the above mentioned personnel at the school site and the Directors of Elementary, Secondary, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, Putnam County District schools maintain collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health (health services for students) to serve homeless and neglected and delinquent students by providing health services. The District also 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. Preparing, training and recruiting high quality teachers and principals includes Part A, Teacher and Principal Training and Recruiting Fund and Part D, Enhancing Education through Technology. Initiatives to improve the quality of instruction are directed by local educational agencies. These programs are directed through the district's Curriculum and Instruction Team (IT) and includes the above mentioned personnel and the Directors of Staff Development, Elementary, Secondary, Exceptional Education, and Federal Programs.

Title III. The school coordinates language instruction for Limited English Proficient (LEP) and Immigration students to improve their academic achievement. LEP and immigrant education meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure that services are aligned to specific school needs and are efficiently funded without duplication. Articulation is ongoing regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways:

(1) Principal meetings are scheduled monthly; (2) Periodic and scheduled validity assessments are completed during the year by the IT; (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school; (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year; (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed. At the school level, teachers and administrators can access LEP and Immigrant students' progress monitoring plan across multiple data sources.

Title VI: Flexibility and Accountability includes Part B, Rural Education Initiative. these programs are administered by the Director of Professional Development.

Nutritional Programs. The Carol White Grant supports nutrition in education in elementary and middle schools. Students participating in after school programs through ESE or 21st Century are provided a nutritional snacks.

Adult Education. Currently Palatka High School is undergoing several changes within our Adult and Credit Recovery program. As of August 1, 2009 we are no longer able to offer our students participating in the GED Exit Option the opportunity to earn a Palatka High School diploma.

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

## School Advisory Council (SAC)

### Membership

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

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

### Duties

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

*Evaluation of last year's school improvement plan*

Last year's school improvement plan was made available to the School Advisory Committee for review during the October 2013 meeting.

*Development of this school improvement plan*

Faculty and staff provided input to 2014-2015 School Improvement Plan by responding via email to a document containing questions from each section of the SIP 2014-15. Submissions were included in writing the SIP by Leadership Team members. A draft of the plan was submitted to SAC members on September 29, 2014 for review and input before submission to the district on October 1, 2014.

*Preparation of the school's annual budget and plan*

PHS SAC Annual Budget  
Professional Technical Services \$ 397.07  
Teaching Supplies  
other Materials and Supplies \$1,809.14  
Other Materials and Supplies \$ 559.02  
Other Materials and Supplies \$ 749.37  
TOTAL \$3,117.53

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

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

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

Yes

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

## Literacy Leadership Team (LLT)

### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

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

### Duties

#### ***Describe how the LLT promotes literacy within the school***

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

### Public and Collaborative Teaching

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

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

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

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

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

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

The following new teachers and mentors have been paired based on experience, curriculum knowledge, and classroom management strengths. New teachers to Palatka High School participate in the PCSD New Teacher Orientation. The principal, Mary Beth Hedstrom conducts staff development on the Marzano framework and iObservation system. The CRT will assist new teachers in the areas in which they need assistance. They will receive help with providing learning goals and scales. The new teachers will participate in the weekly faculty meetings, as well as with the weekly Professional Learning Communities (PLC) meetings. During the PLC meetings, new teachers will have the opportunity to share and receive information from a peer in the same area of focus. New teachers benefit from the expertise

of our veteran teachers and can use suggested strategies that have been successfully used in their classrooms. Through much dialogue with coaches and through regular meetings with cohort groups, our new teachers become part of our Palatka High School community and are supported as they either begin their teaching careers or adjust to teaching at a new school. By working together, we can all contribute to the success of Palatka High School and it's most prized possessions, the Students!

NEW TEACHERS and MENTORS:

Brown, Pamela (AP) with Burnett, Andrew (AP)  
Lungren, Craig with Waters, Robert  
Bellamy, Cindy with Gieselman, Aaron  
Bartlett, Ronald with Gladis, Sue  
Cruz, Romelia with Hughes, Sharon  
Buckles, Mindi with Munoz, Cheryl  
Evans, Amy with Baird, Beverly  
Wall, Bessie with Baird, Beverly  
Wright, Jennifer with Baird, Beverly  
Clouse, Sheila with McCraney, Joan  
Bennett, Leviticus with Waters, Robert  
Robinson, Patrick with Murphy, Mavis  
Dole, Allison with Latta, Diana  
Malandrucco, Jeffrey with Passmore, Jarimy  
Crenshaw, Susan with Hill, Stefan

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

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

#### Instructional Strategies

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

Teachers have access to student scores from the state's high stakes testing at preplanning to flag non-proficient students as those who may struggle in reading or math. Common formative assessments created in content area PLC's provide data on the effective of instructional strategies on student achievement. From this data, instruction can be differentiated to meet the needs of students. Tutoring is available to supplement classroom instruction for students needing extra help to be successful. Students not responding to initial classroom instruction with supports may be referred to MTSS where more intensive interventions may be recommended.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Summer Program

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

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Enrichment

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

Bennett, Verlene, vbennett@my.putnamschools.org

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

EOC Scores as reported by the state

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

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

**College and Career Readiness**

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

Students are required to meet with their guidance counselor prior to requesting courses for the following school year. In addition, our CTE teachers follow the programs these students are involved with and refer them to our career counselor as they are working to secure the possibility of postsecondary coursework. The district career counselor works closely with our CTE teachers to

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

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

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

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

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

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** By the end of the 2014-2015 school year, implementation of the MTSS framework will align programs and resources to meet the academic and behavioral needs of all students resulting fewer MTSS referrals from the previous year, increased number of students achieving the A or A/B Honor roll, and an increase in the percentage of students achieving graduation.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** By the end of the 2014-2015 school year, implementation of the MTSS framework will align programs and resources to meet the academic and behavioral needs of all students resulting fewer MTSS referrals from the previous year, increased number of students achieving the A or A/B Honor roll, and an increase in the percentage of students achieving graduation. **1a**

G056687

**Targets Supported** **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	5.0
Effective+ Teachers	5.0
Discipline incidents	-5.0
Algebra I EOC Pass Rate	37.0

**Resources Available to Support the Goal** **2**

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

**Targeted Barriers to Achieving the Goal** **3**

- Teachers are unfamiliar with the new Florida standards, and in general are resistant to the change in planning and instructional practices required to reflect the new standards.
- Teachers include grading of student behaviors in the reporting of student achievement resulting in an inflated and inaccurate measure of student growth.

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

Student Behavioral Data

**Person Responsible**

Jerome Wilkerson

**Schedule**

Quarterly, from 8/29/2014 to 6/5/2015

**Evidence of Completion**

Decrease in student referrals from previous year.

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

Student Attendance Data

**Person Responsible**

Andrew Burnett

**Schedule**

Quarterly, from 8/29/2014 to 6/5/2015

**Evidence of Completion**

Increase in student attendance from previous year.

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

Increase in Student Achievement

**Person Responsible**

Pamela Brown

**Schedule**

Quarterly, from 8/29/2014 to 6/5/2015

**Evidence of Completion**

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

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

Increase in Graduation Rate

**Person Responsible**

Mary Beth Hedstrom

**Schedule**

On 6/5/2015

**Evidence of Completion**

The percentage of students graduating will increase from the percentage of students graduating in 2014.

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

Decrease in Students Referred to MTSS

**Person Responsible**

Jerome Wilkerson

**Schedule**

Quarterly, from 8/19/2014 to 6/5/2015

***Evidence of Completion***

The number of students referred to MTSS in 2014-15 will be lower than the number referred in 2013-14.

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** By the end of the 2014-2015 school year, implementation of the MTSS framework will align programs and resources to meet the academic and behavioral needs of all students resulting fewer MTSS referrals from the previous year, increased number of students achieving the A or A/B Honor roll, and an increase in the percentage of students achieving graduation. **1**

 G056687

**G1.B1** Teachers are unfamiliar with the new Florida standards, and in general are resistant to the change in planning and instructional practices required to reflect the new standards. **2**

 B143385

**G1.B1.S1** Allocate resources to allow teacher collaboration, peer observations, and lesson study during common planning. This will result in improved instructional practices. **4**

 S155457

### Strategy Rationale

Collaboration, peer observation, lesson study, and common planning are researched based strategies proven to increase student achievement through improved teacher instructional practice.

### Action Step 1 **5**

Develop a master schedule that includes common planning

#### Person Responsible

Mary Beth Hedstrom

#### Schedule

Annually, from 6/6/2014 to 8/11/2014

#### Evidence of Completion

Finished master schedule that reflects common planning time

**Action Step 2** 5

Professional Learning Communities Training

**Person Responsible**

Jerome Wilkerson

**Schedule**

On 6/19/2014

***Evidence of Completion***

Faculty attendance at conference

**Action Step 3** 5

Faculty training in iObservation

**Person Responsible**

Mary Beth Hedstrom

**Schedule**

On 8/8/2014

***Evidence of Completion***

Training agenda and follow-up implementation plan

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

Scheduled common planning time

**Person Responsible**

Mary Beth Hedstrom

**Schedule**

On 6/5/2015

***Evidence of Completion***

Master schedule submission to district including common planning for teachers.

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

Schedule for peer observations

**Person Responsible**

Mary Beth Hedstrom

**Schedule**

On 6/5/2015

**Evidence of Completion**

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

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

Use of snap shot data collection tool, informal observation, and formal observations to record improved teacher instructional practice and increased student engagement.

**Person Responsible**

Mary Beth Hedstrom

**Schedule**

Weekly, from 10/24/2014 to 6/5/2015

**Evidence of Completion**

Data collected from the snap shot data collection tool, informal and formal observations

**Plan to Monitor Fidelity of Implementation of G1.B8.S1** 6

Observation of Grading Practices

**Person Responsible**

Mary Beth Hedstrom

**Schedule**

Weekly, from 8/29/2014 to 6/5/2015

**Evidence of Completion**

Administration will monitor grading practices through classroom observations.

**Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7**

Preconference and Post Conference Feedback

**Person Responsible**

Mary Beth Hedstrom

**Schedule**

Quarterly, from 8/29/2014 to 6/5/2015

**Evidence of Completion**

iObservation notes and pre-conference and post-conference discussions.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Develop a master schedule that includes common planning	Hedstrom, Mary Beth	6/6/2014	Finished master schedule that reflects common planning time	8/11/2014 annually
G1.B1.S1.A2	Professional Learning Communities Training	Wilkerson, Jerome	6/17/2014	Faculty attendance at conference	6/19/2014 one-time
G1.B1.S1.A3	Faculty training in iObservation	Hedstrom, Mary Beth	8/7/2014	Training agenda and follow-up implementation plan	8/8/2014 one-time
G1.MA1	Student Behavioral Data	Wilkerson, Jerome	8/29/2014	Decrease in student referrals from previous year.	6/5/2015 quarterly
G1.MA2	Student Attendance Data	Burnett, Andrew	8/29/2014	Increase in student attendance from previous year.	6/5/2015 quarterly
G1.MA3	Increase in Student Achievement	Brown, Pamela	8/29/2014	Increase in students making the A or A/B honor roll each quarter compared to last year.	6/5/2015 quarterly
G1.MA4	Increase in Graduation Rate	Hedstrom, Mary Beth	8/19/2014	The percentage of students graduating will increase from the percentage of students graduating in 2014.	6/5/2015 one-time
G1.MA5	Decrease in Students Referred to MTSS	Wilkerson, Jerome	8/19/2014	The number of students referred to MTSS in 2014-15 will be lower than the number referred in 2013-14.	6/5/2015 quarterly
G1.B1.S1.MA1	Use of snap shot data collection tool, informal observation, and formal observations to record improved teacher instructional practice and increased student engagement.	Hedstrom, Mary Beth	10/24/2014	Data collected from the snap shot data collection tool, informal and formal observations	6/5/2015 weekly
G1.B1.S1.MA1	Scheduled common planning time	Hedstrom, Mary Beth	8/11/2014	Master schedule submission to district including common planning for teachers.	6/5/2015 one-time
G1.B1.S1.MA2	Schedule for peer observations	Hedstrom, Mary Beth	10/24/2014	Published schedule reflecting dates and times teachers will participate in peer observations. Monitoring of process by administration.	6/5/2015 one-time
G1.B8.S1.MA1	Preconference and Post Conference Feedback	Hedstrom, Mary Beth	8/29/2014	iObservation notes and pre-conference and post-conference discussions.	6/5/2015 quarterly
G1.B8.S1.MA1	Observation of Grading Practices	Hedstrom, Mary Beth	8/29/2014	Administration will monitor grading practices through classroom observations.	6/5/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** By the end of the 2014-2015 school year, implementation of the MTSS framework will align programs and resources to meet the academic and behavioral needs of all students resulting fewer MTSS referrals from the previous year, increased number of students achieving the A or A/B Honor roll, and an increase in the percentage of students achieving graduation.

**G1.B1** Teachers are unfamiliar with the new Florida standards, and in general are resistant to the change in planning and instructional practices required to reflect the new standards.

**G1.B1.S1** Allocate resources to allow teacher collaboration, peer observations, and lesson study during common planning. This will result in improved instructional practices.

### **PD Opportunity 1**

Professional Learning Communities Training

#### **Facilitator**

Leadership Team

#### **Participants**

Palatka High School Faculty

#### **Schedule**

On 6/19/2014

### **PD Opportunity 2**

Faculty training in iObservation

#### **Facilitator**

Leadership Team

#### **Participants**

Palatka High School Faculty

#### **Schedule**

On 8/8/2014

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Grand Total	0