

St. Johns County School District

# Ponte Vedra High School



2015-16 School Improvement Plan

## Ponte Vedra High School

460 DAVIS PARK RD, Ponte Vedra, FL 32081

<http://www-pvhs.stjohns.k12.fl.us/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	No	6%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	10%

### School Grades History

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

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

This plan was approved by the St. Johns County School Board on 10/7/2015.

### 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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>35</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>37</b>
Professional Development Opportunities	38
Technical Assistance Items	0
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<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**

Preparing students today for life tomorrow through academics, discipline, and character development. All day, every day.

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

The vision of PVHS is relayed in four distinct statements and is emulated by all levels from administration to support staff:

By the year 2016, all students will consistently make choices that reflect district standards of good character.

By the year 2016, all students will continually seek and share new knowledge and experiences related to their personal interests and goals.

By the year 2016, each student will master all academic standards set forth by the district.

By the year 2016, all students will consistently and willingly identify community needs and proactively take action for improvement through service learning.

#### School Environment

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

During the registration process, each student and parent meets with one of our guidance counselors to discuss the student's background. The counselor learns about the students academic needs, previous school experience, cultural, social, and health-related issues. When applicable, this information is shared with classroom teachers, the school nurse, the ESE department, testing coordinator and dean in order to assist the student in making the best possible transition into PVHS.

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

Students at PVHS are engaged in many club activities that take place before and after school hours. Teachers and peer mentors schedule tutoring session prior to the start of the school day, and the school Media Center is open from 8:00-4:00 daily for student use. PVHS adhere's to the School Board's bullying and harassment policy as set forth in School Board Rule 3.21.

##### **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**

PVHS staff attempt to prevent or curtail misconduct through fair and equitable classroom policies and procedures, which are given to parents and students at the beginning of the school year. If further action is necessary, staff will refer the student to the school deans for disciplinary action. When deciding what disciplinary action should be taken, the student's age, exceptionality, previous conduct, intent, attitude and severity of offense are considered.

##### **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**



PVHS has many services in place to ensure that the social-emotional needs of students are met. Each student at PVHS is assigned a guidance counselor with whom he/she can discuss his/her concerns. All ESE students have a case manager, and Academy students are placed in cohorts with supervising teachers. Many of the honor societies (ie. National Honor Society, Hispanic Honor Society, Math Honor Society) offering peer mentoring to any students who want to avail themselves of these services.

## 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**

The PTO is a vital part of the PVHS community and provided the following during the 2014-15 school year:

PTO/SEA College Fair

Guest speakers at general meetings

Volunteers for the front office, all day, every school day

Volunteers in the Media Center and cafeteria

Classroom enhancement grants

Campus beautification

Teacher appreciation luncheons (4 throughout the year)

Breakfast and snack for students during semester and AP exams

Parents are actively involved in many activities at Ponte Vedra High School.

- Participate in SAC
- Proctor standardized exams
- Sponsor fund raisers for sports and other activities not funded by the district
- Tutor students who struggle with reading
- Provide supplies to classroom teachers
- Chaperone field trips
- Participate in the science fair
- Volunteer for the PTO (see below)

The PTO is a vital part of the PVHS community and provided the following during 2014-15:

- Organized the College Fair
- Provided food for Science Fair judges and students
- Arranged guest speakers at general meetings
- Volunteers for the front office
- Volunteers in the media center and cafeteria
- Organized test proctor volunteers
- Funded classroom enhancement grants
- Funded campus beautification
- Organized teacher appreciation luncheons (4 throughout the year)
- Provided breakfast, snacks and lunch for students during semester and AP exams
- Reached out to local businesses to support PVHS

- Informed parents of county and state issues relevant to education
- Joined the St. Johns County Chamber of Commerce
- Provided funds for fieldtrips and schools supplies for students in need.
- Provided funding for larger projects in which state and district funding is not available.

PTO Grants: 2014-2015

Security Cameras \$30,647

Postage for the "Tiburon \$1,200

Music stands \$850

Books for AP English \$680

American Politics \$653

New York Times Upfront \$498

Teacher Leadership Conference \$480

Dictionaries \$241

Thesaurus \$142

Total \$35,391

**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**

Through the International Business (IBM) and Biotechnology Academies, PVHS builds and sustains viable community partnerships. The IBM recruits industry business partners for its advisory board and through these relationships has been able to build vibrant and current curriculum for the students. The program "Great Decisions" brings in speakers to present on current events relating to world-wide business issues. The Biotech Academy continually seeks partnerships for field studies and student interships. "Breakfast with Bio-Tech" is used to enhance these partnerships and provide avenues for discussions.

**Effective Leadership**

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

**School Leadership Team**

**Membership:**

Name	Title
McCormick, Steve	Principal
Fonseca, Gina	Assistant Principal
Oberkehr, Fredrik	Assistant Principal
Ashenfelder, Jennifer	Guidance Counselor
O'Brian, Jeannine	Instructional Coach
Stanton, Tom	Dean
Hrach, Deb	SAC Member
Asplen, Mari Ellen	Other
Burkert, Daniel	Registrar

**Duties**

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

The Leadership team works closely to align the goals of the School Improvement Plan with the specific needs of both individual students and teachers. The responsibilities of the core team members vary from person to person as needed throughout the school year. All attend the weekly core meetings, help develop the agenda for the meetings, participate in gap analysis, participate in parent conferences, review school-wide progress monitoring information, and provide training specific to his/her area of expertise. Various team members are responsible for gathering attendance, behavior, progress monitoring, and testing data. Others help develop Tier II and Tier III academic and behavior plans, attend RtI review meetings with parents and teachers, review RtI plans, finalize RtI referral packets, and refer students and parents to appropriate community resources. Administrators perform classroom observations and schedule meetings with teachers to provide constructive feedback. Together, the Leadership teams works to ensure that the needs of all members of the PVHS community are being met in the best way possible.

***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***

At Ponte Vedra High School, we use the 4-step problem-solving model: Step 1, define, in objective and measurable terms, the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to stated goal.

PVHS has a weekly core team meeting (of the individuals listed above) to discuss items such as SIP goals, core instruction, resource allocation, teacher support systems, testing, activities, individual student needs and other school related issues.

Funds are used to provide professional development opportunities for teachers, academic interventions for struggling students, equipment, and program enhancements.

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

#### **Membership:**

Name	Stakeholder Group
Steve McCormick	Principal
Debbie Hrach	Teacher
Joan Davey	Parent
Darla March	Parent
Julie Fox	Parent
Tricia Cannan	Parent
Christopher Fischer	Parent
Stephanie Powers	Parent
Lucy Miller	Parent
Jennifer Calvin	Parent
Yooree Ha	Student
Kim Barry	Education Support Employee
Dustin Latta	Teacher
Doreen Sterling	Teacher
Enora Rogers	Business/Community

### 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*

The team responsible for the previous year's plan reviews each goal and how it was addressed throughout the school year. They also identify the results of these goals.

*Development of this school improvement plan*

The school improvement plan is a collaborative team of teachers, administration and support staff. Meetings are set up to develop strategic goals and methods for achieving them. The team discusses barriers, resources, action steps, goal monitoring and evidence of achievement. Performance date is collected and analyzed and a final plan is put in place.

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

The SAC is presented with the SAC budget and plan as prepared by the Principal and are asked for input and recommendations for change. A vote is taken to approve the budget.

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

School improvement funds were held to be used for technology needs in 2015-16.

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

Yes

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

### Literacy Leadership Team (LLT)

## Membership:

Name	Title
McCormick, Steve	Principal
Fonseca, Gina	Assistant Principal
O'Brian, Jeannine	Instructional Coach
Stanton, Tom	Dean
Mitchell, Summer	Guidance Counselor
Ashenfelder, Jennifer	Guidance Counselor
Mason, Kaitlin	Guidance Counselor
Hrach, Deb	Other
Asplen, Mari Ellen	Other

## Duties

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

1. Aligning curriculum with the Florida standards and providing continuous professional development to teachers on the Robert Marzano teaching strategies.
2. Implementing Rtl with struggling readers resulting in an increase in the number of students at the reading proficiency level 3 or above.
3. Requiring all core teachers to be NGCAR-PD trained. Currently, 83% of the teachers have completed this training.
4. Pulling out Level 2 students for small group remediation prior to FCAT/FSA Reading retakes.

## 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 meet bimonthly in interdisciplinary Professional Development Communities (PLC) to discuss curriculum, lesson planning, assessments, and other classroom issues. All PLC members use information from their sessions to develop lesson plans, create formative and summative assessments, and activities for their students. This information is readily available in the classroom and observable during peer and administrator observations.

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

Only high effective teacher candidates are eligible to apply. The school principal, Mr. Steve McCormick, fosters a positive school reputation throughout the community. The school is highly regarded as one of the best public schools in Northeast Florida, thereby, drawing the most "high performing" teacher recruits.

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

Gina Fonseca, Assistant Principal, conducts a teacher induction program for newly hired employees. This occurs during the preplanning week of August 3-7, 2015 along with a luncheon midweek. In addition, all newly hired teachers are assigned a teacher-mentor. The criteria for pairing is based upon subject area, experience, degree of competence, schedule flexibility, and individual need. Mentoring

activities include classroom visitation, participation in Professional Learning Communities, content area workshops, and formal/information meetings.

## 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***

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) work to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District PLCs are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards-based planning, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, midterm exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level/content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards-based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards-based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction, and assessment for the highest level student mastery of the Florida Standards.

#### 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***

Differentiated instruction is used to meet the students' individual needs. Mixed ability groupings facilitate student to student guidance and instruction. Chunking new information into smaller lessons assists in monitoring progress and remediation of skills. Providing differentiated tests such as oral exams and computer based tests helps students to demonstrate mastery of skills in various ways. Students at FCAT and/or FSA Reading Level 1 are placed in Intensive Reading classes and Level 2 students are placed in classes of teachers who are NGCAR-PD trained. Level 1 and 2 Algebra 1 students and students struggling in Algebra 2 and Geometry are provided additional tutoring beyond their scheduled math class.

**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:** Extended School Day

**Minutes added to school year:**

Each Wednesday throughout the school year teachers will engage in professional development. On the first Wednesday of each month, teachers will participate in a district professional development activity; bi-monthly, interdisciplinary Professional Development Communities (PLC's) will meet to discuss curriculum and lesson planning; remaining Wednesday's will be used for individual planning and staff meetings.

**Strategy Rationale**

The rationale for this strategy is that teachers who are well trained and working collaboratively with other teachers will use these skills to plan for instruction, teach and assess their students more effectively. Teachers will be able to work together to plan, integrate and/or adapt teaching strategies that meet the specific needs of students to ensure the desired effect is visibly evident in all students, to reflect on the effectiveness of these strategies, and to make adjustments as needed.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

McCormick, Steve, [steve.mccormick@stjohns.k12.fl.us](mailto:steve.mccormick@stjohns.k12.fl.us)

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

Data will be collected in the form of attendance sheets, teacher observations, and reflection sessions. All PLC members will use information from their sessions to develop lesson plans, assessments, and activities for their students. This information is readily available in the classroom and observable during peer and administrator observations. The effectiveness is evident from scores on formative and standardized assessments as well as informal forms of assessment.

**Strategy: Summer Program**

**Minutes added to school year:**

July 6-24, 2015, those students who did not pass the Algebra 1 End-of-Course exam had the opportunity to attend a summer program focused on the skills necessary to pass the EOC. A teacher was hired to work with a group of 20 students for 20 hours per week over a three week period.

**Strategy Rationale**

Intensive instruction in Algebra 1 can focus on student's strengths and challenges and enable the student to better prepare for the EOC.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Fonseca, Gina, gina.fonseca@stjohns.k12.fl.us

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

EOC retake scores

**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**

Each year in March PVHS administration, guidance counselors and registrar hold an assembly at Landrum Middle School (our feeder school) for rising 9th grade students to explain the registration process and give them an overview of the academic schedule. In May, the guidance counselors return to Landrum and meet one-on-one with each 8th grade student and his/her parent to begin development of a schedule for the student's freshman year. Counselors provide advice regarding the appropriate choice of classes and activities based upon student needs and ability. In January, PVHS hosts an Academy Night for incoming freshman and their parents to learn about the International Business and Biotechnology Academies.

**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**

Dr. Catherine Snowden administers the Naviance program, which analyzes and aligns student strengths to post-secondary institutions. The process streamlines the difficult decisions of college and career choices.

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

PVHS has two academies: The Academy of Biotechnology and Medical Research, and The Academy of International Business and Marketing. Academy students participate in an academic cohort as well



as elective courses within their strand. Teachers are assigned classes based on student cohorts. All teachers focus on the essential components of rigor and relevance, which helps students connect present decisions to future outcomes. These include: Content acquisition; Critical thinking; Relevance; Integration and Application of concepts; Long term retention; and Responsibility. This focus assists students in fulfilling predetermined outcomes and competencies by challenging them with high expectations.

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

First and foremost, PVHS faculty focus on Rigor and Relevance to prepare students for the postsecondary challenges including: helping students transition successfully into high school ;monitoring them through to graduation; and building strong relationships among teachers and students. PVHS also focuses on teaching students how to research colleges and complete college applications, take job inventories and participate in mock interviews, learn how to design a resume and make a budget , and participate in college visits.

***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***

Ponte Vedra offers the ASVAB Career Exploration Program to give students an opportunity to explore a variety of careers using knowledge they have gained about their interests and skills through assessment components and structured activities. This program is designed to help students evaluate their current academic preparation for admission into a postsecondary program of study and to learn about various educational opportunities.

PVHS has also increased the number students enrolled in Advanced Placement (AP) classes by almost 300 students. New teachers have been added to the roster thus enabling the school to offer more sections of certain classes. Veteran AP teachers have also increased the number of sections of some of our AP classes. Our AP pass rate is 80% with close to 48% of our students enrolled in at least one AP class. Many of our students are able to be exempt from certain college courses such as English Comp I and II because they have received credit in AP Language and Composition and AP Literature and Composition.

## 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.** Increase students' ability to recognize and use multiple representations of linear equations, functions and inequalities
- G2.** Increase students' ability to utilize multiple text resources and graphic organizers to improve comprehension within reading application
- G3.** To increase the level of teacher effectiveness as determined by the values on the scale of PLC self-reflection.

## 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. Increase students' ability to recognize and use multiple representations of linear equations, functions and inequalities** 1a

G069015

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	90.0

**Resources Available to Support the Goal** 2

- Algebra 1, Algebra 2, and Geometry Teachers
- Remedial Math Tutors
- FSA online resources
- Math Coach
- Think Through Math remedial program
- Study Island
- Blended classes; computer and teacher-based
- Algebra Nation

**Targeted Barriers to Achieving the Goal** 3

- Students inability to represent linear equations and functions graphically, analytically, and/or algebraically

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

Common assessments, district made final exams and FSA Mathematics results

**Person Responsible**

Fredrik Oberkehr

**Schedule**

Monthly, from 10/1/2015 to 7/1/2016

**Evidence of Completion**

Students will successfully demonstrate progress on mastery of skills on common teacher-made assessments, final exams provided by the district and the Florida Standard Assessment

**G2. Increase students' ability to utilize multiple text resources and graphic organizers to improve comprehension within reading application** 1a

G069016

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	85.0

**Resources Available to Support the Goal** 2

- FAIR Formative Assessment
- Achieve 3000 Reading program
- Study Island Skills online program
- Instructional Literacy Coach for professional development and progress monitoring
- Teengagement, high interest reading program

**Targeted Barriers to Achieving the Goal** 3

- Students lack of experience with multiple texts to produce graphic organizers that increase comprehension within reading application

**Plan to Monitor Progress Toward G2.** 8

Results of informal and formal assessments

**Person Responsible**

Gina Fonseca

**Schedule**

Quarterly, from 10/16/2015 to 3/1/2016

**Evidence of Completion**

Students on the lowest 25% will make learning gains in reading as determined by their continued progress on the FAIR.

**G3.** To increase the level of teacher effectiveness as determined by the values on the scale of PLC self-reflection. 1a

G069017

**Targets Supported** 1b

Indicator	Annual Target
Highly Qualified Teachers	100.0

**Resources Available to Support the Goal** 2

- TDE to observe other teachers in their classrooms
- PLC at Work
- Off and on-site Professional Development
- Recommended school-wide deliberate practice

**Targeted Barriers to Achieving the Goal** 3

- Time, multiple teacher preps, and availability of training.

**Plan to Monitor Progress Toward G3.** 8

Creation of common assessments and other classroom products as a result of participation in PLCs.

**Person Responsible**

Steve McCormick

**Schedule**

Biweekly, from 9/15/2015 to 5/20/2016

**Evidence of Completion**

Products created per timeline; increase in student performance based on common assessments; and high level of effectiveness as reported through PLC self-reflection.

## 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.** Increase students' ability to recognize and use multiple representations of linear equations, functions and inequalities **1**

 G069015

**G1.B1** Students inability to represent linear equations and functions graphically, analytically, and/or algebraically **2**

 B179343

**G1.B1.S1** Direct instruction on the correct use of DESMOS (dynamic software) and graphing calculators in mathematical computations **4**

 S190683

### Strategy Rationale

Use of dynamic software and graphing calculators will enhance students ability to graphically solve linear equations, functions and inequalities

### Action Step 1 **5**

Teachers will demonstrate through direct instruction the functions of a graphing calculator and provide guided practice in solving and graphing functions, linear equations and inequalities using this tool. Students will also be provided access to software such as DESMOS and other online graphing programs.

#### Person Responsible

Fredrik Oberkehr

#### Schedule

Monthly, from 9/1/2015 to 5/20/2016

#### Evidence of Completion

Students will be able to correctly solve linear equations, functions, and inequalities using both a graphing calculator and online graphing software.

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

Classroom observation of strategies being implemented by teacher and review of students progress on skills

**Person Responsible**

Fredrik Oberkehr

**Schedule**

Quarterly, from 10/1/2015 to 5/20/2016

***Evidence of Completion***

Student results in both formal and informal assessments when using graphing calculators and dynamic software

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

Observation of students using dynamic software and graphing calculators in the classroom and analysis of assessment results

**Person Responsible**

Fredrik Oberkehr


**Schedule**

Quarterly, from 10/1/2015 to 5/20/2016

***Evidence of Completion***

Students will successfully be able to solve functions, linear equations and inequalities using graphing calculators and dynamic software on end of year assessments including FSA Mathematics 90% of the time

**G1.B1.S2** Guided practice in using error analysis to solve higher order word problems containing functions, linear equations, and inequalities 4

 S190684

**Strategy Rationale**

Error analysis provides a means for students to self-evaluate and self-correct when solving higher order word problems

**Action Step 1** 5

Teachers will guide students through the process of error analysis in problem-solving and then place students in small practice groups using peer mentors to provide constructive feedback.

**Person Responsible**

Fredrik Oberkehr

**Schedule**

Biweekly, from 9/1/2015 to 5/20/2016

**Evidence of Completion**

Students will successfully use error analysis on their own work in order to correctly solve higher order word problems

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Classroom observation of strategy being taught and then implemented by students; analysis of test scores based upon use of this strategy

**Person Responsible**

Fredrik Oberkehr

**Schedule**

Quarterly, from 10/1/2015 to 5/20/2016

**Evidence of Completion**

Improvement in student scores on common teacher-made assessments



**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Evaluate student progress on both formal and informal assessments when this strategy is implemented

**Person Responsible**

Fredrik Oberkehr

**Schedule**

Quarterly, from 9/1/2015 to 5/20/2016

**Evidence of Completion**

Improvement in student scores, as they progress through the school year on common teacher-made assessments, district exams and FSA/EOC's

**G1.B1.S3** Pull-out remediation to improve skills for solving functions, linear equations and inequalities

4

 S190685

**Strategy Rationale**

Small group tutoring provides more intensive instruction for students in the lowest 25%

**Action Step 1** 5

Remediate those students in the lowest 25% by providing additional tutoring through small group instruction

**Person Responsible**

Fredrik Oberkehr

**Schedule**

Quarterly, from 9/1/2015 to 5/20/2016

**Evidence of Completion**

Students will made learning gains on common assessments and Algebra 1, Algebra 2 and Geometry FSA/EOC assessments

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

Observation of students working in small groups with math tutor and analysis of student learning gains on formal and informal assessments

**Person Responsible**

Fredrik Oberkehr

**Schedule**

Monthly, from 9/1/2015 to 5/20/2016

***Evidence of Completion***

Students will demonstrate understanding of and ability to solve functions, linear equations, and inequalities when assessed by their classroom teachers on common teacher-made assessments and FSA Mathematics results

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Students will be assessed formally and informally by their classroom teachers on their ability to solve functions, linear equations, and inequalities

**Person Responsible**

Fredrik Oberkehr


**Schedule**

Weekly, from 8/24/2015 to 5/26/2016


***Evidence of Completion***

Results on informal/formal common teacher-made assessments; Algebra 1, Algebra 2 and Geometry FSA/EOC results

**G2.** Increase students' ability to utilize multiple text resources and graphic organizers to improve comprehension within reading application **1**

 G069016

**G2.B1** Students lack of experience with multiple texts to produce graphic organizers that increase comprehension within reading application **2**

 B179344

**G2.B1.S1** Students will use Achieve 3000 Reading and Teengagement programs in Intensive Reading classes. **4**

 S190686

### **Strategy Rationale**

Achieve 3000 provides content area articles, graphic organizers, and short and long writing responses with special emphasis on main idea, compare/contrast, inference, and research and reference.

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

Develop strategies for implementing the Achieve 3000 and Teengagement Reading programs in the Intensive Reading classes

#### **Person Responsible**

Gina Fonseca

#### **Schedule**

Weekly, from 9/1/2015 to 5/20/2016

#### **Evidence of Completion**

Data from Achieve 3000 and Teengagement

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

Monitor the frequency of implementation by Intensive Reading teachers

#### **Person Responsible**

Gina Fonseca

#### **Schedule**

Monthly, from 9/1/2015 to 5/20/2016

#### **Evidence of Completion**

Students must successfully complete 40 lessons on Achieve 3000 per semester; on average 20 per quarter.

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

Intensive Reading teachers will meet to review student usage records and discuss effectiveness of strategies in Achieve 3000 and Teengagement, high interest reading units.

**Person Responsible**

Gina Fonseca

**Schedule**

Quarterly, from 10/19/2015 to 5/20/2016

**Evidence of Completion**

Students usage records indicate progress in using graphic organizers and understanding reading strategies such as inferencing, comparing/contrasting, main idea, etc.

**G2.B1.S2** Students will use Study Island Skills online program as an additional resource across all content areas **4**

 S190687

**Strategy Rationale**

Study Island provides intensive content practice that ties instruction to benchmarks.

**Action Step 1 5**

Teachers will utilize the Study Island Skills online program in content area classes throughout the school year. A schedule will be developed and adhered to in order to effectively use this program. Teachers will then plan lessons based upon student progress, strengths and challenges.

**Person Responsible**

Gina Fonseca

**Schedule**

Monthly, from 9/1/2015 to 5/20/2016

**Evidence of Completion**

Records showing frequency of usage and student achievement data

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Review student progress in Study Island and remediate when necessary

**Person Responsible**

Gina Fonseca

**Schedule**

Monthly, from 9/1/2015 to 5/20/2016

**Evidence of Completion**

Records show useage of program; student records show continual improvement in reading and writing skills

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

PLC's meet to review student usage records and progress

**Person Responsible**

Gina Fonseca

**Schedule**

Quarterly, from 10/1/2015 to 5/2/2016

**Evidence of Completion**

Student records show continual improvement of skills and ability to reach benchmarks as they progress through Study Island.

**G2.B1.S3** Teachers will use data from FAIR testing for progress monitoring and lesson planning 4

S190688

**Strategy Rationale**

FAIR provides direct practice, instruction, and evaluation of student progress and provides information about the students reading and comprehension levels that teachers can include in modified lessons.

**Action Step 1** 5

Twice during the school year the 9th and 10th grade students will take the FAIR reading assessment, and teachers will use the results to plan lessons that challenge and engage the students in meaningful reading.

**Person Responsible**

Gina Fonseca

**Schedule**

Semiannually, from 9/10/2015 to 3/1/2016

**Evidence of Completion**

Teacher lesson plans reflect the use of FAIR testing results to guide instruction; teacher observations reflect the same.

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Classroom observations of teachers implementing reading strategies that engage the students and encourage learning.

**Person Responsible**

Gina Fonseca

**Schedule**

Quarterly, from 9/1/2015 to 5/20/2016

**Evidence of Completion**

Students engaged in relevant reading activities; documented reading gains on standardized assessment

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

Students making learning gains in reading comprehension

**Person Responsible**

Gina Fonseca


**Schedule**

Semiannually, from 3/1/2016 to 6/30/2016

**Evidence of Completion**

Student progress demonstrated on second FAIR assessment in February and FSA ELA in April/May


**G3. To increase the level of teacher effectiveness as determined by the values on the scale of PLC self-reflection. 1**

 G069017

**G3.B1 Time, multiple teacher preps, and availability of training. 2**

 B179345

**G3.B1.S1 Increase participation in PLC's. 4**

 S190689

**Strategy Rationale**

Continued professional development within PLCs will lead to increased collaboration and student performance.

**Action Step 1 5**

Attendance at a PLC Institute and district and school-based inservices.

**Person Responsible**

Steve McCormick

**Schedule**

Monthly, from 7/20/2015 to 5/25/2016

**Evidence of Completion**

Record of participation in institute and/or other professional development

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

Review of products created by the PLCs.

**Person Responsible**

Steve McCormick

**Schedule**

Quarterly, from 10/1/2015 to 5/26/2016

***Evidence of Completion***

Norms, SMART Goals, and common assessments

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

Participation in team PLCs and observations on Marzano domains 2, 3, and 4

**Person Responsible**

Steve McCormick

**Schedule**

Monthly, from 10/1/2015 to 5/2/2016

***Evidence of Completion***

EEE, I-Observation



**G3.B1.S2** Provide deliberate planning in the master schedule 4

S190690

**Strategy Rationale**

Providing teacher time to effectively implement and collaborate in PLCs will increase student performance

**Action Step 1** 5

Provide for common planning for teachers in like subject areas

**Person Responsible**

Steve McCormick

**Schedule**

On 2/17/2016

***Evidence of Completion***

Increased student performance on formative assessments

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Observe teachers planning together

**Person Responsible**

Steve McCormick

**Schedule**

Biweekly, from 9/1/2015 to 5/20/2016

***Evidence of Completion***

Schedule of PLC meeting times on 2nd and 4th Wednesdays of each month

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

Teachers use PLC time to create a guaranteed viable curriculum with common assessments

**Person Responsible**

Steve McCormick


**Schedule**

Quarterly, from 10/16/2015 to 5/20/2016

**Evidence of Completion**

Common assessments

**G3.B1.S3 Research the feasibility of creating a systematic, school-wide intervention time during the school day 4**

 S190691

**Strategy Rationale**

School-wide intervention time will provide remediation for all students

**Action Step 1 5**

Research current literature and existing program/systems regarding school-wide interventions

**Person Responsible**

Steve McCormick

**Schedule**

Every 3 Weeks, from 9/1/2015 to 5/27/2016

**Evidence of Completion**

Material and information gathered relative to a school-wide intervention system

**Plan to Monitor Fidelity of Implementation of G3.B1.S3 6**

Analyze information and develop a plan

**Person Responsible**

Steve McCormick

**Schedule**

Biweekly, from 10/30/2015 to 2/17/2016

**Evidence of Completion**

Draft of proposed plan

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7**

Successfully develop a master calendar to include a school-wide intervention system

**Person Responsible**

Steve McCormick

**Schedule**

Quarterly, from 1/6/2016 to 2/1/2016

**Evidence of Completion**

Master schedule that includes an intervention system

**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	Teachers will demonstrate through direct instruction the functions of a graphing calculator and provide guided practice in solving and graphing functions, linear equations and inequalities using this tool. Students will also be provided access to software such as DESMOS and other online graphing programs.	Oberkehr, Fredrik	9/1/2015	Students will be able to correctly solve linear equations, functions, and inequalities using both a graphing calculator and online graphing software.	5/20/2016 monthly
G1.B1.S2.A1	Teachers will guide students through the process of error analysis in problem-solving and then place students in small practice groups using peer mentors to provide constructive feedback.	Oberkehr, Fredrik	9/1/2015	Students will successfully use error analysis on their own work in order to correctly solve higher order word problems	5/20/2016 biweekly

**St. Johns - 0492 - Ponte Vedra High School - 2015-16 SIP**  
*Ponte Vedra High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.A1	Remediate those students in the lowest 25% by providing additional tutoring through small group instruction	Oberkehr, Fredrik	9/1/2015	Students will made learning gains on common assessments and Algebra 1, Algebra 2 and Geometry FSA/EOC assessments	5/20/2016 quarterly
G2.B1.S1.A1	Develop strategies for implementing the Achieve 3000 and Teengagement Reading programs in the Intensive Reading classes	Fonseca, Gina	9/1/2015	Data from Achieve 3000 and Teengagement	5/20/2016 weekly
G2.B1.S2.A1	Teachers will utilize the Study Island Skills online program in content area classes throughout the school year. A schedule will be developed and adhered to in order to effectively use this program. Teachers will then plan lessons based upon student progress, strengths and challenges.	Fonseca, Gina	9/1/2015	Records showing frequency of usage and student achievement data	5/20/2016 monthly
G2.B1.S3.A1	Twice during the school year the 9th and 10th grade students will take the FAIR reading assessment, and teachers will use the results to plan lessons that challenge and engage the students in meaningful reading.	Fonseca, Gina	9/10/2015	Teacher lesson plans reflect the use of FAIR testing results to guide instruction; teacher observations reflect the same.	3/1/2016 semiannually
G3.B1.S1.A1	Attendance at a PLC Institute and district and school-based inservices.	McCormick, Steve	7/20/2015	Record of participation in institute and/or other professional development	5/25/2016 monthly
G3.B1.S2.A1	Provide for common planning for teachers in like subject areas	McCormick, Steve	1/5/2016	Increased student performance on formative assessments	2/17/2016 one-time
G3.B1.S3.A1	Research current literature and existing program/systems regarding school-wide interventions	McCormick, Steve	9/1/2015	Material and information gathered relative to a school-wide intervention system	5/27/2016 every-3-weeks
G1.MA1	Common assessments, district made final exams and FSA Mathematics results	Oberkehr, Fredrik	10/1/2015	Students will successfully demonstrate progress on mastery of skills on common teacher-made assessments, final exams provided by the district and the Florida Standard Assessment	7/1/2016 monthly
G1.B1.S1.MA1	Observation of students using dynamic software and graphing calculators in the classroom and analysis of assessment results	Oberkehr, Fredrik	10/1/2015	Students will successfully be able to solve functions, linear equations and inequalities using graphing calculators and dynamic software on end of year assessments including FSA Mathematics 90% of the time	5/20/2016 quarterly
G1.B1.S1.MA1	Classroom observation of strategies being implemented by teacher and review of students progress on skills	Oberkehr, Fredrik	10/1/2015	Student results in both formal and informal assessments when using graphing calculators and dynamic software	5/20/2016 quarterly
G1.B1.S2.MA1	Evaluate student progress on both formal and informal assessments when this strategy is implemented	Oberkehr, Fredrik	9/1/2015	Improvement in student scores, as they progress through the school year on common teacher-made assessments, district exams and FSA/EOC's	5/20/2016 quarterly
G1.B1.S2.MA1	Classroom observation of strategy being taught and then implemented by students; analysis of test scores based upon use of this strategy	Oberkehr, Fredrik	10/1/2015	Improvement in student scores on common teacher-made assessments	5/20/2016 quarterly
G1.B1.S3.MA1	Students will be assessed formally and informally by their classroom teachers on their ability to solve functions, linear equations, and inequalities	Oberkehr, Fredrik	8/24/2015	Results on informal/formal common teacher-made assessments; Algebra 1, Algebra 2 and Geometry FSA/EOC results	5/26/2016 weekly
G1.B1.S3.MA1	Observation of students working in small groups with math tutor and analysis of student learning gains on formal and informal assessments	Oberkehr, Fredrik	9/1/2015	Students will demonstrate understanding of and ability to solve functions, linear equations, and inequalities when assessed by their classroom teachers on common	5/20/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				teacher-made assessments and FSA Mathematics results	
G2.MA1	Results of informal and formal assessments	Fonseca, Gina	10/16/2015	Students on the lowest 25% will make learning gains in reading as determined by their continued progress on the FAIR.	3/1/2016 quarterly
G2.B1.S1.MA1	Intensive Reading teachers will meet to review student usage records and discuss effectiveness of strategies in Achieve 3000 and Teengagement, high interest reading units.	Fonseca, Gina	10/19/2015	Students usage records indicate progress in using graphic organizers and understanding reading strategies such as inferencing, comparing/contrasting, main idea, etc.	5/20/2016 quarterly
G2.B1.S1.MA1	Monitor the frequency of implementation by Intensive Reading teachers	Fonseca, Gina	9/1/2015	Students must successfully complete 40 lessons on Achieve 3000 per semester; on average 20 per quarter.	5/20/2016 monthly
G2.B1.S2.MA1	PLC's meet to review student usage records and progress	Fonseca, Gina	10/1/2015	Student records show continual improvement of skills and ability to reach benchmarks as they progress through Study Island.	5/2/2016 quarterly
G2.B1.S2.MA1	Review student progress in Study Island and remediate when necessary	Fonseca, Gina	9/1/2015	Records show useage of program; student records show continual improvement in reading and writing skills	5/20/2016 monthly
G2.B1.S3.MA1	Students making learning gains in reading comprehension	Fonseca, Gina	3/1/2016	Student progress demonstrated on second FAIR assessment in February and FSA ELA in April/May	6/30/2016 semiannually
G2.B1.S3.MA1	Classroom observations of teachers implementing reading strategies that engage the students and encourage learning.	Fonseca, Gina	9/1/2015	Students engaged in relevant reading activities; documented reading gains on standarized assessment	5/20/2016 quarterly
G3.MA1	Creation of common assessments and other classroom products as a result of participation in PLCs.	McCormick, Steve	9/15/2015	Products created per timeline; increase in student performance based on common assessments; and high level of effectiveness as reported through PLC self-reflection.	5/20/2016 biweekly
G3.B1.S1.MA1	Participation in team PLCs and observations on Marzano domains 2, 3, and 4	McCormick, Steve	10/1/2015	EEE, I-Observation	5/2/2016 monthly
G3.B1.S1.MA1	Review of products created by the PLCs.	McCormick, Steve	10/1/2015	Norms, SMART Goals, and common assessments	5/26/2016 quarterly
G3.B1.S2.MA1	Teachers use PLC time to create a guaranteed viable curriculum with common assessments	McCormick, Steve	10/16/2015	Common assessments	5/20/2016 quarterly
G3.B1.S2.MA1	Observe teachers planning together	McCormick, Steve	9/1/2015	Schedule of PLC meeting times on 2nd and 4th Wednesdays of each month	5/20/2016 biweekly
G3.B1.S3.MA1	Successfully develop a master calendar to include a school-wide intervention system	McCormick, Steve	1/6/2016	Master schedule that includes an intervention system	2/1/2016 quarterly
G3.B1.S3.MA1	Analyze information and develop a plan	McCormick, Steve	10/30/2015	Draft of proposed plan	2/17/2016 biweekly

## 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.*

**G2.** Increase students' ability to utilize multiple text resources and graphic organizers to improve comprehension within reading application

**G2.B1** Students lack of experience with multiple texts to produce graphic organizers that increase comprehension within reading application

**G2.B1.S1** Students will use Achieve 3000 Reading and Teengagement programs in Intensive Reading classes.

### **PD Opportunity 1**

Develop strategies for implementing the Achieve 3000 and Teengagement Reading programs in the Intensive Reading classes

#### **Facilitator**

Jeannine O'Brian, Instructional Literacy Coach

#### **Participants**

Intensive Reading

#### **Schedule**

Weekly, from 9/1/2015 to 5/20/2016

**G3.** To increase the level of teacher effectiveness as determined by the values on the scale of PLC self-reflection.

**G3.B1** Time, multiple teacher preps, and availability of training.

**G3.B1.S1** Increase participation in PLC's.

### **PD Opportunity 1**

Attendance at a PLC Institute and district and school-based inservices.

#### **Facilitator**

Solution Tree developer of PLC at Work Institute

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 7/20/2015 to 5/25/2016

## Budget

### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Teachers will demonstrate through direct instruction the functions of a graphing calculator and provide guided practice in solving and graphing functions, linear equations and inequalities using this tool. Students will also be provided access to software such as DESMOS and other online graphing programs.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0492 - Ponte Vedra High School	General Fund		\$0.00
			<i>Notes: Graphing calculators and carrel</i>			
<b>2</b>	<b>G1.B1.S2.A1</b>	<b>Teachers will guide students through the process of error analysis in problem-solving and then place students in small practice groups using peer mentors to provide constructive feedback.</b>				<b>\$0.00</b>
<b>3</b>	<b>G1.B1.S3.A1</b>	<b>Remediate those students in the lowest 25% by providing additional tutoring through small group instruction</b>				<b>\$0.00</b>
<b>4</b>	<b>G2.B1.S1.A1</b>	<b>Develop strategies for implementing the Achieve 3000 and Teengagement Reading programs in the Intensive Reading classes</b>				<b>\$9,795.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0492 - Ponte Vedra High School			\$0.00
			<i>Notes: Notes</i>			
			0492 - Ponte Vedra High School			\$0.00
			<i>Notes: Notes</i>			
			0492 - Ponte Vedra High School	Other		\$9,795.00
			<i>Notes: Cost of Teengagement and Achieve 3000; funded with AP money</i>			
<b>5</b>	<b>G2.B1.S2.A1</b>	<b>Teachers will utilize the Study Island Skills online program in content area classes throughout the school year. A schedule will be developed and adhered to in order to effectively use this program. Teachers will then plan lessons based upon student progress, strengths and challenges.</b>				<b>\$0.00</b>
<b>6</b>	<b>G2.B1.S3.A1</b>	<b>Twice during the school year the 9th and 10th grade students will take the FAIR reading assessment, and teachers will use the results to plan lessons that challenge and engage the students in meaningful reading.</b>				<b>\$0.00</b>
<b>7</b>	<b>G3.B1.S1.A1</b>	<b>Attendance at a PLC Institute and district and school-based inservices.</b>				<b>\$23,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0492 - Ponte Vedra High School	Other		\$23,000.00

### Budget Data

*Notes: Funds are being used to send teachers to the PLC at Work Institute in Charlotte, NC in November, 2015*

8	G3.B1.S2.A1	Provide for common planning for teachers in like subject areas	\$0.00
9	G3.B1.S3.A1	Research current literature and existing program/systems regarding school-wide interventions	\$0.00
<b>Total:</b>			<b>\$32,795.00</b>