St. Johns County School District

Ponte Vedra High School

2016-17 Schoolwide Improvement Plan

Ponte Vedra High School

460 DAVIS PARK RD, Ponte Vedra, FL 32081

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

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	6%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	11%

School Grades History

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

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 9/29/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Ponte Vedra High School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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 2017, all students will consistently make choices that reflect district standards of good character.
By the year 2017, all students will continually seek and share new knowledge and experiences related to their personal interests and goals.
By the year 2017, each student will master all academic standards set forth by the district.
By the year 2017, all students will consistently and willingly identify community needs and proactively take action for improvement through service learning.

2. School Environment

a. 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.

b. 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 8:30-4:00 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.

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

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 necesssary, 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.

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

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. LinkCrew is in its second year at PVHS. This program links our 9th grade students and students new to PVHS with upper classmen who provide support, encouragement and guidance to those new to PVHS.

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

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

N/A

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	14	13	15	31	73

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

N/A

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

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 2015-16:
• 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: 2015-16
Sound System upgrade $30,000
Postage for the "Tiburon $1,200
Shaded Covering $23,728
Sound Boards $5,000
Total $59,928

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

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. Ullman Brown Wealth Advisors provides financial support for our Link Crew program.

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

1. School Leadership Team

a. Membership

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

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

b. Duties

1. 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 ll and Tier lll 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. Some members provide ongoing professional development for our Professional Learning Communities (PLCs). 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.

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

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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Steve McCormick	Principal
Debbie Hrach	Teacher
Joan Davey	Parent
Darla March	Parent
Ruth Lopez	Teacher
Joyce Hunter	Education Support Employee
Elizabeth Paul	Parent
Genevieve Gay	Student
Brooke Bishop	Parent
Lisa Reel	Parent
Lisa Ferguson	Parent
Serene Afsh	Parent
Sarah Snyder	Student

b. Duties

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

a. 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 througout the school year. They also identify the results of these goals.

b. 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 an analyzed and a final plan is put in place.

c. 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.

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

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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

b. Duties

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

1. Aligning curriculum with the Florida standards and providing continuous professional development to teachers on the Robert Marzano teaching strategies.
2. Implementing RtI 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.

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

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

Teachers meet in interdisciplinary Professional Development Communities (PLC) to discuss curriculum, lesson planning, assessments, and results. 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.

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

Only highly 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.

3. 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 occurred during the preplanning week of August 3-9, 2016 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities 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 Professional Learning Communities 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 and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are 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 Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, 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 twice a year 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 in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

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

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.

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

Strategy: 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 particpate in a district professional development activitiy; 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

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 do 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:

June 20-July 15, 2016, 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

Oberkehr, Fredrik, fredrik.oberkehr@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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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. Link Crew members provide an orientation to PVHS to rising 9th graders a week prior to the opening of school.

b. College and Career Readiness

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

The guidance department uses the Naviance program, which analyzes and aligns student strengths to post-secondary institutions. The process streamlines the difficult decisions of college and career choices.

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

PVHS has three academies: The Academy of Biotechnology and Medical Research, The Academy of International Business and Marketing, and The Academy of Information Technology. 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.

3. 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.

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

In 2016 PVHS has increased the number of Advanced Placement (AP) exams given by over 600. The number of students taking AP courses increased by 130. 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 84% with over 50% 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.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase student proficiency on the Algebra 1 EOC

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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase student proficiency on the Algebra 1 EOC 1a

🔑 G083058

Targets Supported 1b

Indicator	Annual Target
Math Gains	85.0

Targeted Barriers to Achieving the Goal 3

- Students inability to solve algebraic equations and functions at a proficiency level and to understand statistical analysis and the number system

Resources Available to Help Reduce or Eliminate the Barriers 2

- Algebra 1 Teachers

- Remedial Math Tutor

- FSA online resources

- Study Island

- Algebra Nation

- IXL Remedial Math Program

Plan to Monitor Progress Toward G1. 8

Common assessments, district made midterm formative exams and FSA Mathematics results

Person Responsible
Steve McCormick

Schedule
Monthly, from 9/2/2016 to 6/30/2017

Evidence of Completion
Students will successfully demonstrate progress on mastery of skills on common teacher-made assessments, district formative assessment and the Florida Standard Assessment

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

🔍 G083059

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	85.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Discovery Education

- Achieve 3000 Reading program

- Study Island Skills online program

- Instructional Literacy Coach for professional development and progress monitoring

- Teengagement, high interest reading program

Plan to Monitor Progress Toward G2. 8

Results of informal and formal assessments

Person Responsible
Gina Fonseca

Schedule
Quarterly, from 10/7/2016 to 3/24/2017

Evidence of Completion
Students on the lowest 25% will make learning gains in reading as determined by their continued progress on Discovery Education.

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

🔑 G083060

Targets Supported `1b`

Indicator	Annual Target
Highly Qualified Teachers	100.0

Targeted Barriers to Achieving the Goal `3`

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

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

- TDE to observe other teachers in their classrooms

- PLC at Work

- Off and on-site Professional Development

- Recommended school-wide deliberate practice

Plan to Monitor Progress Toward G3. `8`

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

Person Responsible
Steve McCormick

Schedule
Biweekly, from 9/9/2016 to 5/12/2017

Evidence of Completion
Products created per timeline; increase in student performance based on common assessments and assessment practices; 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 student proficiency on the Algebra 1 EOC 1
🔑 G083058

G1.B1 Students inability to solve algebraic equations and functions at a proficiency level and to understand statistical analysis and the number system 2
🔑 B220249

G1.B1.S1 Direct instruction and guided practice on the correct use of IXL Remedial Math Program 4
🔑 S232485

Strategy Rationale

With the IXL Remedial Math Program students work at their own pace and on their own level. The program follows the Florida Standards and uses the students' strengths to move from one skill level to the next, remediating those skills that are weak. IXL enhances students' abilities and celebrates success as they to learn to correctly solve algebraic equations, functions, and inequalities and better understand statistical analysis.

Action Step 1 5

Teachers will demonstrate through direct instruction the process for accessing and using the IXL Remedial Math Program to solve algebraic equations and functions and to understand statistical analysis and the number system. This program will be used as an enhancement to classroom instruction and student small group activities.

Person Responsible

Steve McCormick

Schedule

Monthly, from 8/29/2016 to 4/28/2017

Evidence of Completion

Students will be able to correctly solve linear equations and functions at a proficiency level required by the Algebra 1 EOC. They will also gain an increased knowledge of the number system.

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

Steve McCormick

Schedule

Quarterly, from 9/23/2016 to 4/28/2017

Evidence of Completion

Student results in both formal and informal assessments of skills identified in the Florida State Standards for Algebra 1.

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

Observation of students using the IXL Remedial Math Program in the classroom and analysis of assessment results

Person Responsible

Steve McCormick

Schedule

Quarterly, from 9/23/2016 to 4/28/2017

Evidence of Completion

Students will successfully be able to solve algebraic functions and equations at a proficiency level required by the FSA Algebra 1 EOC as demonstrated on end of year assessments and on the IXL Remedial Math Program 85% of the time.

G1.B1.S2 Guided practice in the use of Algebra Nation, a program that targets select standards for remediation 4

🔑 S232486

Strategy Rationale

Algebra Nation provides both computer based and paper based resources which students use as they work step by step to solve real world problems involving algebraic expressions, equations and functions.

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

Steve McCormick

Schedule

Biweekly, from 9/2/2016 to 5/12/2017

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

Steve McCormick

Schedule

Quarterly, from 9/23/2016 to 5/12/2017

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

Steve McCormick

Schedule

Quarterly, from 10/7/2016 to 5/24/2017

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, and for understanding the number system. `4`

🔍 S232487

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

Steve McCormick

Schedule

Quarterly, from 9/2/2016 to 5/24/2017

Evidence of Completion

Students will made learning gains on common assessments the PERT Math and Algebra 1 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

Steve McCormick

Schedule

Monthly, from 9/2/2016 to 5/24/2017

Evidence of Completion

Students will demonstrate proficiency in solving algebraic equations and functions and an understanding of the number system when assessed by their classroom teachers on common teacher-made assessments, district formative assessments and FSA EOC 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 and linear equations and their understanding of the number system

Person Responsible

Steve McCormick

Schedule

Weekly, from 8/31/2016 to 5/24/2017

Evidence of Completion

Results on informal/formal common teacher-made assessments and the Algebra 1 FSA/ EOC results

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

🔍 G083059

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

🔍 B220250

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

🔍 S232488

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 8/31/2016 to 5/12/2017

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 9/9/2016 to 4/28/2017

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 10/7/2016 to 4/28/2017

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

🔧 S232489

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 8/31/2016 to 5/24/2017

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 8/31/2016 to 5/24/2017

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 8/31/2016 to 5/24/2017

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 Discovery Education testing for progress monitoring and lesson planning [4]

🔑 S232490

Strategy Rationale

Discovery Education 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 Discovery Education 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 9/9/2016 to 3/10/2017

Evidence of Completion

Teacher lesson plans reflect the use of Discovery Education 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 9/2/2016 to 5/24/2017

Evidence of Completion

Students engaged in relevant reading activities; documented reading gains on standarized 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 3/1/2017 to 6/30/2017

Evidence of Completion

Student progress demonstrated on second Discovery Ed 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`

🔑 G083060

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

🔑 B220251

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

🔑 S232491

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Steve McCormick

Schedule

Monthly, from 7/25/2016 to 5/12/2017

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 8/15/2016 to 5/15/2017

Evidence of Completion

Norms, SMART Goals, and common assessments and practices

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 9/30/2016 to 4/17/2017

Evidence of Completion

EEE, I-Observation

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

🔑 S232492

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 5/24/2017

Evidence of Completion

Increased student performance on formative assessments and FSA ELA and EOCs

Plan to Monitor Fidelity of Implementation of G3.B1.S2 [6]

Observe teachers planning together

Person Responsible

Steve McCormick

Schedule

Biweekly, from 8/15/2016 to 5/24/2017

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 and like grading procedures

Person Responsible

Steve McCormick

Schedule

Quarterly, from 8/31/2016 to 5/15/2017

Evidence of Completion

Common assessments and grading practices

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

🔍 S232493

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 9/1/2016 to 5/24/2017

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

Monthly, from 8/31/2016 to 4/28/2017

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 8/31/2016 to 5/24/2017

Evidence of Completion

Master schedule that includes an intervention system

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B1.S3.A1 🔑 A297491	Twice during the school year the 9th and 10th grade students will take the Discovery Education...	Fonseca, Gina	9/9/2016	Teacher lesson plans reflect the use of Discovery Education testing results to guide instruction; teacher observations reflect the same.	3/10/2017 semiannually
G2.MA1 🔑 M301342	Results of informal and formal assessments	Fonseca, Gina	10/7/2016	Students on the lowest 25% will make learning gains in reading as determined by their continued progress on Discovery Education.	3/24/2017 quarterly
G3.B1.S1.MA1 🔑 M301343	Participation in team PLCs and observations on Marzano domains 2, 3, and 4	McCormick, Steve	9/30/2016	EEE, I-Observation	4/17/2017 monthly
G1.B1.S1.MA1 🔑 M301329	Observation of students using the IXL Remedial Math Program in the classroom and analysis of...	McCormick, Steve	9/23/2016	Students will successfully be able to solve algebraic functions and equations at a proficiency level required by the FSA Algebra 1 EOC as demonstrated on end of year assessments and on the IXL Remedial Math Program 85% of the time.	4/28/2017 quarterly
G1.B1.S1.MA1 🔑 M301330	Classroom observation of strategies being implemented by teacher and review of students progress on...	McCormick, Steve	9/23/2016	Student results in both formal and informal assessments of skills identified in the Florida State Standards for Algebra 1.	4/28/2017 quarterly
G1.B1.S1.A1 🔑 A297486	Teachers will demonstrate through direct instruction the process for accessing and using the IXL...	McCormick, Steve	8/29/2016	Students will be able to correctly solve linear equations and functions at a proficiency level required by the Algebra 1 EOC. They will also gain an increased knowledge of the number system.	4/28/2017 monthly
G2.B1.S1.MA1 🔑 M301336	Intensive Reading teachers will meet to review student usage records and discuss effectiveness of...	Fonseca, Gina	10/7/2016	Students usage records indicate progress in using graphic organizers and understanding reading strategies such as inferencing, comparing/contrasting, main idea, etc.	4/28/2017 quarterly
G2.B1.S1.MA1 🔑 M301337	Monitor the frequency of implementation by Intensive Reading teachers	Fonseca, Gina	9/9/2016	Students must successfully complete 40 lessons on Achieve 3000 per semester; on average 20 per quarter.	4/28/2017 monthly
G3.B1.S3.MA1 🔑 M301348	Analyze information and develop a plan	McCormick, Steve	8/31/2016	Draft of proposed plan	4/28/2017 monthly
G3.MA1 🔑 M301349	Creation of common assessments and grading practices as well as other classroom products as a...	McCormick, Steve	9/9/2016	Products created per timeline; increase in student performance based on common assessments and assessment practices; and high level of effectiveness as reported through PLC self-reflection.	5/12/2017 biweekly
G2.B1.S1.A1 🔑 A297489	Develop strategies for implementing the Achieve 3000 and Teengagement Reading programs in the...	Fonseca, Gina	8/31/2016	Data from Achieve 3000 and Teengagement	5/12/2017 weekly
G3.B1.S1.A1 🔑 A297492	Attendance at a PLC Institute and district and school-based inservices.	McCormick, Steve	7/25/2016	Record of participation in institute and/or other professional development	5/12/2017 monthly
G1.B1.S2.MA1 🔑 M301332	Classroom observation of strategy being taught and then implemented by students; analysis of test...	McCormick, Steve	9/23/2016	Improvement in student scores on common teacher-made assessments	5/12/2017 quarterly
G1.B1.S2.A1 🔑 A297487	Teachers will guide students through the process of error analysis in problem-solving and then...	McCormick, Steve	9/2/2016	Students will successfully use error analysis on their own work in order to correctly solve higher order word problems	5/12/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1 🔑 M301344	Review of products created by the PLCs.	McCormick, Steve	8/15/2016	Norms, SMART Goals, and common assessments and practices	5/15/2017 quarterly
G3.B1.S2.MA1 🔑 M301345	Teachers use PLC time to create a guaranteed viable curriculum with common assessments and like...	McCormick, Steve	8/31/2016	Common assessments and grading practices	5/15/2017 quarterly
G1.B1.S2.MA1 🔑 M301331	Evaluate student progress on both formal and informal assessments when this strategy is implemented	McCormick, Steve	10/7/2016	Improvement in student scores, as they progress through the school year on common teacher-made assessments, district exams and FSA/EOC's	5/24/2017 quarterly
G2.B1.S2.MA1 🔑 M301338	PLC's meet to review student usage records and progress	Fonseca, Gina	8/31/2016	Student records show continual improvement of skills and ability to reach benchmarks as they progress through Study Island.	5/24/2017 quarterly
G2.B1.S2.MA1 🔑 M301339	Review student progress in Study Island and remediate when necessary	Fonseca, Gina	8/31/2016	Records show useage of program; student records show continual improvement in reading and writing skills	5/24/2017 monthly
G2.B1.S2.A1 🔑 A297490	Teachers will utilize the Study Island Skills online program in content area classes throughout the...	Fonseca, Gina	8/31/2016	Records showing frequency of usage and student achievement data	5/24/2017 monthly
G3.B1.S2.MA1 🔑 M301346	Observe teachers planning together	McCormick, Steve	8/15/2016	Schedule of PLC meeting times on 2nd and 4th Wednesdays of each month	5/24/2017 biweekly
G3.B1.S2.A1 🔑 A297493	Provide for common planning for teachers in like subject areas	McCormick, Steve	8/12/2016	Increased student performance on formative assessments and FSA ELA and EOCs	5/24/2017 one-time
G1.B1.S3.MA1 🔑 M301333	Students will be assessed formally and informally by their classroom teachers on their ability to...	McCormick, Steve	8/31/2016	Results on informal/formal common teacher-made assessments and the Algebra 1 FSA/EOC results	5/24/2017 weekly
G1.B1.S3.MA1 🔑 M301334	Observation of students working in small groups with math tutor and analysis of student learning...	McCormick, Steve	9/2/2016	Students will demonstrate proficiency in solving algebraic equations and functions and an understanding of the number system when assessed by their classroom teachers on common teacher-made assessments, district formative assessments and FSA EOC Mathematics results	5/24/2017 monthly
G1.B1.S3.A1 🔑 A297488	Remediate those students in the lowest 25% by providing additional tutoring through small group...	McCormick, Steve	9/2/2016	Students will made learning gains on common assessments the PERT Math and Algebra 1 FSA/EOC assessments	5/24/2017 quarterly
G2.B1.S3.MA1 🔑 M301341	Classroom observations of teachers implementing reading strategies that engage the students and...	Fonseca, Gina	9/2/2016	Students engaged in relevant reading activities; documented reading gains on standarized assessment	5/24/2017 quarterly
G3.B1.S3.MA1 🔑 M301347	Successfully develop a master calendar to include a school-wide intervention system	McCormick, Steve	8/31/2016	Master schedule that includes an intervention system	5/24/2017 quarterly
G3.B1.S3.A1 🔑 A297494	Research current literature and existing program/systems regarding school-wide interventions	McCormick, Steve	9/1/2016	Material and information gathered relative to a school-wide intervention system	5/24/2017 every-3-weeks
G1.MA1 🔑 M301335	Common assessments, district made midterm formative exams and FSA Mathematics results	McCormick, Steve	9/2/2016	Students will successfully demonstrate progress on mastery of skills on common teacher-made assessments, district formative assessment and the Florida Standard Assessment	6/30/2017 monthly
G2.B1.S3.MA1 🔑 M301340	Students making learning gains in reading comprehension	Fonseca, Gina	3/1/2017	Student progress demonstrated on second Discovery Ed assessment in February and FSA ELA in April/May	6/30/2017 semiannually

V. 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 Teachers

Schedule

Weekly, from 8/31/2016 to 5/12/2017

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 7/25/2016 to 5/12/2017

VI. Technical Assistance Items

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

G1. Increase student proficiency on the Algebra 1 EOC

G1.B1 Students inability to solve algebraic equations and functions at a proficiency level and to understand statistical analysis and the number system

G1.B1.S1 Direct instruction and guided practice on the correct use of IXL Remedial Math Program

TA Opportunity 1

Teachers will demonstrate through direct instruction the process for accessing and using the IXL Remedial Math Program to solve algebraic equations and functions and to understand statistical analysis and the number system. This program will be used as an enhancement to classroom instruction and student small group activities.

Facilitator

Math Department Chair

Participants

Algebra 1, Algebra 2 and Geometry teachers

Schedule

Monthly, from 8/29/2016 to 4/28/2017

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.S3 Teachers will use data from Discovery Education testing for progress monitoring and lesson planning

TA Opportunity 1

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

Facilitator

Instructional Literacy Coach

Participants

English 1 and English 2 Teachers

Schedule

Semiannually, from 9/9/2016 to 3/10/2017

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

TA Opportunity 1

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

Facilitator

Administrative team

Participants

Principals; Curriculum Council

Schedule

Every 3 Weeks, from 9/1/2016 to 5/24/2017

VII. Budget

1	G1.B1.S1.A1	Teachers will demonstrate through direct instruction the process for accessing and using the IXL Remedial Math Program to solve algebraic equations and functions and to understand statistical analysis and the number system. This program will be used as an enhancement to classroom instruction and student small group activities.				$8,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0492 - Ponte Vedra High School	General Fund		$8,800.00
			Notes: IXL Remedial Math Program			
2	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.				$0.00
3	G1.B1.S3.A1	Remediate those students in the lowest 25% by providing additional tutoring through small group instruction				$0.00
4	G2.B1.S1.A1	Develop strategies for implementing the Achieve 3000 and Teengagement Reading programs in the Intensive Reading classes				$9,795.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0492 - Ponte Vedra High School			$0.00
			Notes: Notes			
			0492 - Ponte Vedra High School			$0.00
			Notes: Notes			
			0492 - Ponte Vedra High School	Other		$9,795.00
			Notes: Cost of Teengagement and Achieve 3000; funded with AP money			
5	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.				$0.00
6	G2.B1.S3.A1	Twice during the school year the 9th and 10th grade students will take the Discovery Education reading assessment, and teachers will use the results to plan lessons that challenge and engage the students in meaningful reading.				$0.00
7	G3.B1.S1.A1	Attendance at a PLC Institute and district and school-based inservices.				$44,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0492 - Ponte Vedra High School	Other		$44,000.00
			Notes: Funds are being used to send teachers to the PLC at Work Institute in Orlando in July 2016 and in Jacksonville in October 2016 and to offer a school-wide inservice in August 2016			
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
		Total:	$62,595.00