

Holmes District School Board

# Ponce De Leon High School



2017-18 Schoolwide Improvement Plan

## Ponce De Leon High School

1477 AMMONS RD, Ponce De Leon, FL 32455

<http://pdlhs.hdsb.org/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 6-12	Yes	89%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	9%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

*\*Informational Baseline School Grade*

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

### School Board Approval

This plan was approved by the Holmes County School Board on 12/5/2017.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround Status

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

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

### 2017-18 DA Category and Statuses for Ponce De Leon High School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Rachel Heide</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

With a philosophy grounded in the firm belief that each student is a unique person of intrinsic worth, the Ponce de Leon High School staff has a clear mission: to support an educational program which accommodates individuality rather than uniformity. Building upon this basic belief that our students are individuals of diversified interests, aptitudes, talents and goals, we seek to offer a program which accepts each student for who he is, and offers him a diversified program of educational equity and reality-based relevance to the world beyond the classroom. Our mission requires that our teachers gain a greater knowledge of the student as an individual and use that knowledge to assist the student in developing the potential which is inherent in each. As educators, we pledge that this mission will be an ongoing one as we seek to make a positive difference in the lives of the sons and daughters of Ponce de Leon High School and to work hard to make the vision statement a reality.

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

The Ponce de Leon High School administration, faculty, and support staff visualize literate students who are seekers of meaning and knowledge and are using this knowledge to satisfy their curiosity about life's complexities as they explore. These students will discover the old and compare it to the new as they strive to clarify their own identity and understand a world of many cultures and different beliefs. As these students progress through the educational process, they will recognize their responsibility for changing conditions detrimental to human development, opportunity, and community. They will promote equity, tolerance, understanding, and acceptance of all people. The vision mirrors an educational environment that provides for the development of the potential of all students and allows students to progress at their own ability level - yes, an environment rich with language, the arts, mathematical exercises, scientific explorations, and a program that inspires the art of communication with confidence. Looking to the future, students will harness knowledge to productive ways. The world of technology will be nothing new to them. They will have developed skills to enter the world of work or to enter another phase of education. Ponce de Leon students will be "lifetime learners."

#### 2. School Environment

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

Ponce de Leon HS(PDL) strives to learn about our students' cultures and build relationships with them by offering a variety of extra curricular activities for our students to be involved in. The various clubs, sports, and organizations at PDL provide opportunities for our teachers to build relationships with our students while learning about their interest and diversity.

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

PDL has an open door policy. We encourage students to express their concerns and opinions to school personnel by allowing them the freedom to speak with school administrators anytime. The staff and faculty have a goal to be visible and available anytime the students need them. Staff are on duty before, during, and after school in visible locations to monitor student behavior and the environment.

**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.**

Students are given a copy of the student code of conduct at the beginning of the year. Teachers develop their class rules and expectations using the code of conduct as a guide. Teachers use the schools data base (FOCUS) to monitor and record disciplinary incidents. The administration refers to FOCUS when dealing with any disciplinary incident to ensure fairness and consistency. Teachers are given instruction and guidance on the code of conduct and behavioral expectations at various district wide and school based professional development workshops.

**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.**

Counseling and mentoring services are provided by school counselors as well as agency counselors contracted by the district. PDL also has several teachers that offer tutoring Pirate Hour for various academic issues. Ponce de Leon High school has implemented Captains Crew. A program that assigns a small number of students to a teacher who serves as an advocate and mentor to those students. The students will stay with the same mentor until they graduate.

**3. Early Warning Systems**

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

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

The schools data base (FOCUS) is used to identify indicators in the early warning system. FOCUS is used to identify attendance below 90 percent, suspension, and course failures in English Language Arts or math. Students who score Level 1 on statewide standardized assessments in English Language Arts or Mathematics are compiled manually.

**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	4	5	5	5	5	3	6	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA or Math	0	0	0	0	0	0	2	1	4	2	11	3	4	27
Level 1 on statewide assessment	0	0	0	0	0	0	18	28	13	13	15	26	11	124

**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	2	4	4	2	8	3	4	27

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

Ponce de Leon High school has implemented an incentive program that is aimed at improving the attendance rate. All students who scored a level 1 or level 2 on the most recent FSA ELA are placed in an Intensive Reading class. Students who scored a level 1 or 2 on the most recent Algebra 1 EOC are placed in an Intensive Math course in addition to their regular scheduled Math course. In order to improve attendance we have a faculty member who is responsible for calling the parent/guardian of students who are absent and do not bring in a doctors note the day that they return to school. Students are given a maximum of 3 parent note excuses for each 9 weeks (some case by case excuses in excess of this are granted as deemed appropriate by the principal). Beginning with the 2017-2018 school year students scoring a level 1 or 2 on the ELA or Math state assessment will be receiving an additional 20 minutes of small group/individual help on foundational skills during "Pirate Hour". Students are assigned to a Captain's Crew leader who is responsible for meeting with the students at least 4 times per 9 weeks. The Crew leader is responsible for monitoring the grades, attendance, and discipline for students assigned to his or her crew.

## B. Family and Community Engagement

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

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

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

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/455013>.

**2. Description**

A PIP has been uploaded for this school or district - see the link above.

**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.**

Ponce de Leon HS builds and sustains partnerships with the community and local businesses through it's various clubs and student organizations. The clubs and organizations reach out to the community and businesses based on needs and resources available. The clubs hold banquets annually to showcase student achievement and show how community and business resources are being used.

## C. Effective Leadership

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Morgan, Brian	Principal
Alford, Summer	Assistant Principal
Bailey, Heather	School Counselor
Brown, Wanda	Other
Freeman, Melanie	Other

#### **b. Duties**

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

The school leadership team works cooperatively to set goals and monitor the progress of students. Members of the team are available to the staff as needed and provide guidance and instruction as necessary. This may include formal and informal observations with feedback provided. Support for teachers in preparing progress monitoring assessments and analyzing data to provide guidance for designing classroom instruction.

##### **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.**

The school based leadership team meets at least monthly to identify needs of personnel and instruction to better meet the needs of the students and maximize student achievement. Federal, state, and local funds are distributed by the district to the principal. The principal maintains a record of funds available and coordinates with the school based leadership team in dispersing funds to meet the needs of the students and faculty.

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

#### **a. Membership**

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

Name	Stakeholder Group
	Parent
Brian Morgan	Principal
Jennifer Byrd (Chairperson)	Parent
Frankie Townsend	Parent
Summer Alford	Parent
Andria Ward	Education Support Employee
Jared White	Business/Community
Tim Howard	Business/Community
Heather Bailey	Teacher
Misty Hicks	Parent
Devyn Butorac	Student
Ronnie Hall	Student
Taylor Hudson	Student

**b. Duties**

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

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

*a. Evaluation of last year's school improvement plan*

The School Improvement Plan will be presented at the December School Advisory Council meeting.

*b. Development of this school improvement plan*

Throughout the year the SAC has held meetings to discuss issues significant to the school and the community concerning education. School leadership has briefed the SAC on several occasions as to student achievement scores, state mandated changes, and the implementation of the new Florida Standards and new Florida Standards Assessments. We have actively sought input from committee members as to what they feel are appropriate goals needed for the SIP.

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

The School Advisory Council will discuss the annual budget at the December 12th meeting. Their input will be taken into consideration in budget planning.

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

The School Advisory provided \$1200.00 in funding to help pay for the I-Ready online supplemental reading program. This program was used as a reading remediation pilot program at our school. Students were able to use the program in their reading classes. The program provides individualized instruction based on student needs as determined by the diagnostic assessment included in the program.

**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
Alford, Summer	Assistant Principal
Freeman, Melanie	Instructional Media
Walton, Kendall	Teacher, K-12
Morgan, Brian	Principal
	Teacher, K-12
Leavins, Ryan	Teacher, ESE
Bailey, Heather	School Counselor
Brown, Wanda	Other
Peterson, Rebecca	Teacher, K-12

#### b. Duties

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

The Literacy teams attempts to meet at a minimum once per 9 weeks to discuss the vertical and horizontal alignment of literacy strategies across subject area. Each member in term relays this information on their respective departments and peers. The implementation of best practices and sharing of ideas is the primary focus with future goals to be established for at least one school wide initiative each year on literacy

### D. Public and Collaborative Teaching

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

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

Teachers in grades 9-12 and teachers in grades 6-8 have a duty free lunch period in which they interact and socialize with one another. This is done to encourage collaboration and a positive work environment. The administration supports and encourages horizontal and vertical planning among the faculty by providing opportunities for teachers to plan units together that support other content areas.

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

Only hire highly qualified teachers, provide competitive salaries, continuing in-service, an environment conducive for career advancement. Also seek teachers that have multiple certifications in subject areas.

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

New teachers both in hire and career are mentored by their departments. Monthly meetings are held both at the grade level and with the Administrative staff to discuss strategies being used and teacher

progress in honing their skills. In addition to this the School Leadership team observes on a regular basis all teachers in the classroom setting and provides both formal and informal feedback.

## 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.**

The district and school only adopt instructional materials that have been approved by the Florida Department of Education and aligned to meet 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.**

Each year students are identified per state statute who are in need of remediation in Reading and Mathematics based on data obtained from state assessments as well as teacher recommendation. Students are then placed in appropriate remediation classes where curriculum and instruction is modified to meet the needs of the students. Modifications will vary based on student need and may include but are not limited to: pace of instruction and varying types of presentation.

**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:** Summer Program

**Minutes added to school year:** 5,600

Summer programs are primarily aimed at middle school students to do summer remediation in classes they failed during the regular school year to allow them the opportunity to make that course work up in order to be promoted to the next grade or into high school. A limited number of students from the high school level also participate with the priority directed at Seniors that may have fall short of the necessary credits for graduation at the end of the school year and then downward to other high school students as space is available.

### **Strategy Rationale**

The rationale behind this strategy is to keep students on pace to graduate on time.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Morgan, Brian, morganb@hdsb.org

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

Students are evaluated on the online program, Edgenuity, which they utilize to make up non satisfactory work. If the appropriate grade is achieved, 70% or higher, and they have accomplished the number of tasks as determined by a pre-test administered through Edgenuity, then they receive the appropriate course work credit. In addition, a hands on remediation is conducted with students that are taking Algebra I EOC and prepping for the summer retake.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

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

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

Each year the school works with the elementary school to prepare the incoming cohort of 6th graders. In May the 5th graders are brought to the school for presentations from the administration and guidance department outlining expectations and requirements. Students are then given a tour of the campus to familiarize themselves with the setting of the school. Additionally before school starts a 6th grade orientation is held where parents are invited and also provided the expectations and requirements. A question and answer session is held to address any concerns the parents may have.

### **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.**

Counselors provide annual updates regarding college and career readiness during registration for classes. Eighth grade students receive college and career readiness as an integral part of their social studies class. Tenth and twelfth grade students participate in the Annual Regional Career Fair where they are awarded the opportunity to meet one-on-one with local business, industry and community representatives. Teachers invite guest speakers from various career fields to provide career information during class time. College representatives come on campus at various times throughout the school year to make class presentations and to be available during lunch for one-on-one question and answer sessions.

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

The school currently offers three areas of industry certification:

Agritech Certification offered by Florida Farm Bureau  
Microsoft Office Specialist and Microsoft Office Specialist Master Certifications  
Certified Food Protection Manager (Servesafe) and National ProStart Certificate of Achievement both from the National Restaurant Association.  
Aerospace Unmanned Aerial Systems

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

The foundations course for the Agritech Certification is Agriscience Foundations. This class not only is the foundation course for the certification program it also meets the requirement as a equally rigorous science course and can be used to meet part of the science requirement for graduation.

The school district has entered into a contractual agreement with Emory Riddle University. Emory Riddle has an instructor come to the school to teacher classes through which students can earn Aerospace related industry certification.

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

The ACT PLAN Test is administered to all 10th grade students to prepare them for the college entrance exam. Study guides for ACT, SAT and P.E.R.T. are available for students to prepare for the college entrance exams and to improve in areas of weakness. Numerous opportunities are provided for students to take P.E.R.T. on the high school campus. Math for College Readiness and English 4 College Prep are offered on the high school campus for students who score below the minimum college entrance requirements for math, reading and writing.

## II. Needs Assessment

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

### A. Problem Identification

#### 1. Data to Support Problem Identification

### **b. Data Uploads**

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

### **2. Problem Identification Summary**

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

### **B. Problem Analysis Summary**

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

### **C. Strategic Goals**

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Teachers and students will utilize an extra 20 minutes of class time per day that will be used for remediation. Students scoring in the bottom 30% of their class on the FSA ELA and FSA Math assessment will meet with the corresponding teacher at least twice weekly. This time will be used for remedial instruction to increase student performance.
- G2.** Students and teachers will be participating in a school-wide mentoring program which we have called "Captain's Crew". Each teacher and administrator is assigned 10-12 students by grade level who will be a part of their crew. The "Captain" is responsible for monitoring the student's progress throughout the school year and as the student continues throughout high school. The Captain monitors the students grades, attendance, and discipline. The crew will meet at least 4 times per 9 weeks.

## 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.** Teachers and students will utilize an extra 20 minutes of class time per day that will be used for remediation. Students scoring in the bottom 30% of their class on the FSA ELA and FSA Math assessment will meet with the corresponding teacher at least twice weekly. This time will be used for remedial instruction to increase student performance. 1a

G097454

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of remedial curriculum for ELA classes.

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

- Khan Academy
- Monthly data meetings with Curriculum Coordinator to monitor student achievement.

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

FSA ELA assessment and FSA Math assessment data

**Person Responsible**

Summer Alford

**Schedule**

Annually, from 4/3/2018 to 5/30/2018

**Evidence of Completion**

FSA ELA and FSA Math student scores.

**G2.** Students and teachers will be participating in a school-wide mentoring program which we have called "Captain's Crew". Each teacher and administrator is assigned 10-12 students by grade level who will be a part of their crew. The "Captain" is responsible for monitoring the student's progress throughout the school year and as the student continues throughout high school. The Captain monitors the students grades, attendance, and discipline. The crew will meet at least 4 times per 9 weeks. **1a**

G097455

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

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	0.0

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

- Parent support and involvement

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

- FOCUS
- Progress Reports

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

FOCUS EWS data tool.

**Person Responsible**

Summer Alford

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

FOCUS EWS reports (if effective the number of students with 2 or more indicators should decrease).

## 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.** Teachers and students will utilize an extra 20 minutes of class time per day that will be used for remediation. Students scoring in the bottom 30% of their class on the FSA ELA and FSA Math assessment will meet with the corresponding teacher at least twice weekly. This time will be used for remedial instruction to increase student performance. **1**

 G097454

**G1.B1** Lack of remedial curriculum for ELA classes. **2**

 B261976

**G1.B1.S1** Provide ELA, teachers 1/2 day of planning per semester. The curriculum coordinator will meet with the ELA teachers to monitor what remedial material is being used during remediation time. The curriculum coordinator will work with the ELA teachers to determine the effectiveness of the materials being used. **4**

 S277466

### Strategy Rationale

By meeting with the ELA teachers and providing time for the teachers to plan for their remediation instruction, the teachers will get to review their test data and identify instructional material that correlates to the targeted standards. They will use this time to determine areas of significant weakness to focus on during their remediation time. Students will get instruction individualized to their needs. This should improve student standardized assessment performance.

### Action Step 1 **5**

ELA teachers will meet with the curriculum coordinator at least monthly.

#### Person Responsible

Wanda Brown

#### Schedule

Monthly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Sign in sheet from teacher planning meeting and meeting agenda.

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

Principal will monitor the program.

**Person Responsible**

Brian Morgan

**Schedule**

Semiannually, from 10/30/2017 to 5/31/2018

***Evidence of Completion***

Sign in sheets from teacher meetings and student work samples.

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

Consult with ELA teachers and curriculum coordinator to determine if the curriculum being used is meeting student needs.

**Person Responsible**

Brian Morgan

**Schedule**

Semiannually, from 10/30/2017 to 5/31/2018

***Evidence of Completion***

Student work samples.

**G2.** Students and teachers will be participating in a school-wide mentoring program which we have called "Captain's Crew". Each teacher and administrator is assigned 10-12 students by grade level who will be a part of their crew. The "Captain" is responsible for monitoring the student's progress throughout the school year and as the student continues throughout high school. The Captain monitors the students grades, attendance, and discipline. The crew will meet at least 4 times per 9 weeks. 1

G097455

**G2.B2** Parent support and involvement 2

B261979

**G2.B2.S1** Crew leader will make contact with the student's guardian to discuss grades, attendance, and discipline. 4

S277468

### Strategy Rationale

By building rapport between the Crew leader and student guardian the guardian will feel more involved in the students education and be more supportive of the Captain Crew mentoring program.

### Action Step 1 5

Captains Crew will meet at the beginning of the year for introductions and to discuss the role of the program. Crew leaders will meet every day the first week of school to pass out and collect required beginning of the year paperwork.

#### Person Responsible

Brian Morgan

#### Schedule

Daily, from 8/14/2017 to 8/18/2017

#### Evidence of Completion

Notebooks given to each Crew Leader and returned beginning of the year paperwork.

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Faculty to discuss implementing the program and to address faculty concerns.

#### Person Responsible

Brian Morgan

#### Schedule

Quarterly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Faculty meeting agendas and sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Use the FOCUS EWS data tool to monitor students who have at least 2 or more EWS indicators.

**Person Responsible**

Brian Morgan

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

FOCUS EWS reports

### IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.B2.S1.A1 A373893	Captains Crew will meet at the beginning of the year for introductions and to discuss the role of...	Morgan, Brian	8/14/2017	Notebooks given to each Crew Leader and returned beginning of the year paperwork.	8/18/2017 daily
G1.MA1 M402951	FSA ELA assessment and FSA Math assessment data	Alford, Summer	4/3/2018	FSA ELA and FSA Math student scores.	5/30/2018 annually
G2.MA1 M402954	FOCUS EWS data tool.	Alford, Summer	8/14/2017	FOCUS EWS reports (if effective the number of students with 2 or more indicators should decrease).	5/31/2018 quarterly
G1.B1.S1.MA1 M402947	Consult with ELA teachers and curriculum coordinator to determine if the curriculum being used is...	Morgan, Brian	10/30/2017	Student work samples.	5/31/2018 semiannually
G1.B1.S1.MA1 M402948	Principal will monitor the program.	Morgan, Brian	10/30/2017	Sign in sheets from teacher meetings and student work samples.	5/31/2018 semiannually
G1.B1.S1.A1 A373890	ELA teachers will meet with the curriculum coordinator at least monthly.	Brown, Wanda	8/14/2017	Sign in sheet from teacher planning meeting and meeting agenda.	5/31/2018 monthly
G2.B2.S1.MA1 M402952	Use the FOCUS EWS data tool to monitor students who have at least 2 or more EWS indicators.	Morgan, Brian	8/14/2017	FOCUS EWS reports	5/31/2018 quarterly
G2.B2.S1.MA1 M402953	Faculty to discuss implementing the program and to address faculty concerns.	Morgan, Brian	8/14/2017	Faculty meeting agendas and sign-in sheets	5/31/2018 quarterly

### VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>ELA teachers will meet with the curriculum coordinator at least monthly.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0061 - Ponce De Leon High School			\$0.00
<b>2</b>	<b>G2.B2.S1.A1</b>	<b>Captains Crew will meet at the beginning of the year for introductions and to discuss the role of the program. Crew leaders will meet every day the first week of school to pass out and collect required beginning of the year paperwork.</b>				<b>\$0.00</b>
<b>Total:</b>						<b>\$0.00</b>