



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ponte Vedra High School
460 DAVIS PARK RD
Ponte Vedra, FL 32081
904-547-7350
<http://www-pvhs.stjohns.k12.fl.us/>

School Demographics

| | | |
|-------------------------------------|-----------------------------|--|
| School Type High School | Title I No | Free and Reduced Lunch Rate 5% |
| Alternative/ESE Center No | Charter School No | Minority Rate 9% |

School Grades History

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| 2013-14 A | 2012-13 A | 2011-12 A | 2010-11 A |
|---------------------|---------------------|---------------------|---------------------|

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Part I: Current School Status | 6 |
| Part II: Expected Improvements | 16 |
| Goals Summary | 22 |
| Goals Detail | 22 |
| Action Plan for Improvement | 25 |
| Part III: Coordination and Integration | 37 |
| Appendix 1: Professional Development Plan to Support Goals | 38 |
| Appendix 2: Budget to Support Goals | 39 |

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA | N/A | N/A |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No | No | No | No |

Current School Status

School Information

School-Level Information

School

Ponte Vedra High School

Principal

Craig Speziale

School Advisory Council chair

Debbie Hrach

Names and position titles of the School-Based Leadership Team (SBLT)

| Name | Title |
|----------------|-----------------------------|
| Craig Speziale | Principal |
| Jewel Johnson | Assistant Principal |
| Lynn O'Connor | Assistant Principal |
| Deb Stefanides | Instructional Literay Coach |

District-Level Information

District

St. Johns

Superintendent

Dr. Joseph G Joyner

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members (at least 51%) are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, support staff, students, parents and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC is presented with a rough draft of the school improvement plan and asked to participate in making changes and adding pertinent information. Performance data from the previous school year is presented to assist in this process.

Activities of the SAC for the upcoming school year

The SAC will be responsible for the following: using the data from the needs assessment surveys to plan program improvement; participate in school improvement activities; approve SAC by-laws; determine how SAC funds will be used; along with school staff, decide how school recognition funds will be spent.

Projected use of school improvement funds, including the amount allocated to each project

All school improvement funds will be used for technology upgrades.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Craig Speziale

Principal

Years as Administrator: 20

Years at Current School: 6

Credentials

Principalship
Marketing Education
Business Education

Performance Record

School Performance Grade of an A during the 2009-10, 2010-11, and 2011-12 school years. Over the past three years students in the lowest 25% have made gains in reading of 64, 69, and 76%; and in math of 88, 90, and 93%.

Jewel Johnson

Asst Principal

Years as Administrator: 15

Years at Current School: 6

Credentials

Educational Leadership (all levels)
English (6-12)

Performance Record

School Performance Grade of an A during the 2009-10, 2010-11, and 2011-12 school years. Over the past three years students in the lowest 25% have made gains in reading of 64, 69, and 76%; and in math of 88, 90, and 93%.

| Lynn O'Connor | | |
|---------------------------|--|----------------------------|
| Asst Principal | Years as Administrator: 8 | Years at Current School: 1 |
| Credentials | Educational Leadership (all levels) Science (6-12) Middle School Endorsement Gifted Endorsement | |
| Performance Record | School Performance Grade of an A during the 2009-10, 2010-11, and 2011-12 school years. Over the past three years students in the lowest 25% made gains in reading of 73, 67, and 76%; an in math 77, 71, and 93%. | |

Instructional Coaches

| # of instructional coaches | 1 | |
|--|---|----------------------------|
| # receiving effective rating or higher (not entered because basis is < 10) | | |
| Instructional Coach Information: | | |
| Deb Stefanides | | |
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 5 |
| Areas | Reading/Literacy, RtI/MTSS | |
| Credentials | English 6-12; Gifted; ESOL | |
| Performance Record | School Performance Grade of an A during the 2009-10, 2010-11, and 2011-12 school years. Over the past three years students in the lowest 25% have made gains in reading of 64, 69, and 76%. The % of high standards in reading this past year was 87% and in writing was 87%. | |

Classroom Teachers

| | | |
|---|---------|--|
| # of classroom teachers | 76 | |
| # receiving effective rating or higher | 74, 97% | |
| # Highly Qualified Teachers | 91% | |
| # certified in-field | 73, 96% | |
| # ESOL endorsed | 12, 16% | |

reading endorsed

4, 5%

with advanced degrees

41, 54%

National Board Certified

4, 5%

first-year teachers

3, 4%

with 1-5 years of experience

17, 22%

with 6-14 years of experience

32, 42%

with 15 or more years of experience

24, 32%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

2, 67%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

10

receiving effective rating or higher

10, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Only high effective teacher candidates are eligible to apply. The school principal, Mr. Craig Speziale, 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Jewel Johnson, Assistant Principal, conducts a teacher induction program for newly hired employees. This occurs during the preplanning week of August 12-16, 2012. 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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. Weekly our school has a MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

MTSS Team Members are:

Craig Speziale, Principal
 Lynn O'Connor, Assistant Principal
 Jewel Johnson, Assistant Principal
 Deb Stefanides, Instructional Literacy Coach
 Jennifer Ashenfelder, Guidance Counselor
 Summer Mitchell, Guidance Counselor
 Kaitlin Mason, Guidance Counselor
 Tom Stanton, Dean
 Laurel Coon, District RtI Coordinator

The MTSS Leadership team will work closely to align the goals of the School Improvement Plan with the specific needs of both individual students and teachers. The following responsibilities will be taken on by various core team members as needed throughout the year:

- Member of core team
- Attends core meetings
- Attends RtI review meetings with teacher
- Helps develop Tier II and Tier III academic and behavior plans
- Develops agenda for MTSS meetings
- Responsible for gathering attendance data
- Responsible for gathering behavior data
- Graphs students' progress monitoring data
- Participates in gap analysis
- Makes the MTSS team aware of health/medical conditions that may impact learning
- Takes minutes during the meeting
- Provides the minutes of the meetings to all MTSS members in a timely fashion
- Files paperwork for RtI students into the RtI folder
- Updates data into the RtI digital database
- Schedules meetings to review RtI plans with teachers
- Performs speech and language screenings

- Performs vision and hearing screenings
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences
- Performs classroom observations
- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on Rtl procedures, progress monitoring and related interventions
- Finalizes Rtl referral packet and submits to LEA

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

- MTSS core team meets weekly
- The MTSS core team systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures.
- Implements MTSS as a school-wide method of raising student achievement outcomes through data review and problem-solving.
- The MTSS core team plans, implements and monitors the progress of school improvement goals.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data:

Reading – FCAT

Reading – Discovery Education Assessments

Writing – Writing Prompts

Math, Science-- District Formative Assessments

Behavior – Daily behavior charts, ABC data, referrals

Attendance – List of students missing 3, 5, or 10 days

Midyear data:

Reading – FCAT

Math, Science – District Formative Assessments

Reading – Discovery Education Assessments

Writing – Writing Prompts

Behavior – Daily behavior charts, ABC data, referrals

Attendance – List of students missing 3, 5, or 10 days

End of year data:

Reading – FCAT

Math, Science – District Formative Assessments

Math, Science -- EOC's

Reading – Discovery Education Assessments

Writing – Writing Prompts

Behavior – Daily behavior charts, ABC data

Attendance – List of students missing 3, 5, or 10 days

Reading and Math – FCAT

Reading – FAIR

Reading, Math, Science – Discovery Education Assessments

Writing – Writing Prompts

Behavior – Daily behavior charts, ABC data, referrals

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school-based leadership team received training on MTSS on August 5, 2013. Our team will receive additional monthly virtual meetings and face to face meetings monthly. Professional Development on MTSS will be conducted for the staff during pre-planning for the 2013-2014 school year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Each Wednesday, August 21, 2013, through May 14, 2014 teachers will engage in professional development. On the first Wednesday of each month, teachers will participate in a district professional development activity; bi-monthly, interdisciplinary Professional Development Communities (PLC's) will meet to discuss curriculum and lesson planning; remaining Wednesday's will be used for individual planning and staff meetings.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Lynn O'Connor, Assistant Principal, will be responsible for scheduling district training and collecting data. PLC leaders will keep an attendance record, and all members of a PLC's will develop lesson plans and class activities based upon decisions and discussions within.

Strategy: Summer Program**Minutes added to school year:**

July 8-August 1, 2013, 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. Two teachers were hired to work with a group of 18 students for 16 hours per week over a four week period prior to EOC retakes in August.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

EOC retake scores

Who is responsible for monitoring implementation of this strategy?

Lynn O'Connor, Assistance Principal

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

| Name | Title |
|-----------------------------|---------------------------------------|
| Craig Speziale | Principal |
| Lynn O'Connor | Assistant Principal |
| Jewel Johnson | Assistant Principal |
| Jennifer Ashenfelder | Guidance Counselor |
| Summer Mitchell | Guidance Counselor |
| Deb Stefanides | Instructional Literacy Coach |
| Debbie Hrach | Testing/Rtl Coordinator |
| General Education Teachers | various disciplines |
| Charles Cerrato | Exceptional Student Education Teacher |
| School Psychologist | as needed |
| Speech Language Pathologist | as needed |
| Student Services Personnel | as needed |

How the school-based LLT functions

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and our students? The team meets bi-monthly to engage in the following activities: Review universal screening data that will form the basis of instructional decisions; review progress monitoring data at the grade level and classroom level to identify

students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate

implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Roles and functions of LLT:

Principal: Provides a common vision for the use of data-based decision-making, ensures that all teachers are implementing reading across the curriculum, ensures that the school-based team is implementing Rtl, ensures Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Assistant Principals and Guidance Counselors will assist in identifying student individual needs and collaboration and advising on student decisions with teachers, parents and students.

General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2 and 3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Instructional Literacy Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Testing Coordinator: Assist with identifying students requiring Rtl services and providing the data and data analysis to support instructional decisions.

Major initiatives of the LLT

1. Aligning curriculum with the common core standards and providing continuous professional development to teachers on the Robert Marzano teaching strategies.
2. Implementing Rtl with struggling readers resulting in an increase in the number of students at the reading proficiency level 3 or above.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The Instructional Literacy Coach, along with the principal and Literacy Leadership Team employ strategies to ensure reading across the curriculum for all teachers. The Instructional Literacy Coach will conduct CAR-PD training for new staff. All teachers participated in a workshop during pre-planning week

where they analyzed data using last year's FCAT results and reports from the Snapshot student database. The team identified strengths and weaknesses in reading based on demographics, grade levels and reporting categories, identified drivers and barriers to success for our students, set goals and devised strategies to reach those goals by departments. In addition, the 9th grade PLC will meet monthly to incorporate reading strategies into the curriculum.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

PVHS has two academies: The Academy of Biotechnology and Medical Research, and The Academy of International Business and Marketing. Academy students participate in an academic cohort as well as elective courses within their strand. Teachers are assigned classes based on student cohorts. All teachers focus on the essential components of rigor and relevance, which helps students connect present decisions to future outcomes. These include: Content acquisition; Critical thinking; Relevance; Integration and Application of concepts; Long term retention; and Responsibility. This focus assists students in fulfilling predetermined outcomes and competencies by challenging them with high expectations.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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

Strategies for improving student readiness for the public postsecondary level

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 88% | 87% | No | 89% |
| American Indian | | 0% | | |
| Asian | 88% | 79% | No | 89% |
| Black/African American | 83% | 83% | Yes | 84% |
| Hispanic | 82% | 94% | Yes | 84% |
| White | 88% | 87% | No | 89% |
| English language learners | | 0% | | |
| Students with disabilities | 48% | 51% | Yes | 54% |
| Economically disadvantaged | 76% | 83% | Yes | 78% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 142 | 20% | 22% |
| Students scoring at or above Achievement Level 4 | 461 | 66% | 68% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 472 | 84% | 86% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 67 | 76% | 78% |

Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|--|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | | <i>[data excluded for privacy reasons]</i> | 50% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | | <i>[data excluded for privacy reasons]</i> | 50% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | | <i>[data excluded for privacy reasons]</i> | 50% |

Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | 1320 | 88% | 89% |

Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|--|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 307 | 87% | 89% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | <i>[data excluded for privacy reasons]</i> | | 0% |

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 83% | 94% | Yes | 84% |
| American Indian | | 100% | | |
| Asian | | 88% | | |
| Black/African American | | 80% | | |
| Hispanic | | 93% | | |
| White | 84% | 95% | Yes | 86% |
| English language learners | | 0% | | |
| Students with disabilities | 53% | 71% | Yes | 57% |
| Economically disadvantaged | 70% | 89% | Yes | 73% |

Learning Gains

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students making learning gains (EOC and FAA) | 374 | 95% | 96% |
| Students in lowest 25% making learning gains (EOC) | 32 | 93% | 94% |

Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | 1155 | 77% | 78% |

Algebra I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 65 | 31% | 33% |
| Students scoring at or above Achievement Level 4 | 128 | 61% | 63% |

Geometry End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 65 | 22% | 23% |
| Students scoring at or above Achievement Level 4 | 204 | 71% | 73% |

Area 4: Science**Biology I End-of-Course (EOC) Assessment**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 93 | 26% | 28% |
| Students scoring at or above Achievement Level 4 | 249 | 70% | 72% |

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 4 | | 5 |
| Participation in STEM-related experiences provided for students | 150 | 100% | 100% |

High Schools

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more <i>accelerated</i> STEM-related courses | 150 | 10% | 12% |
| Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses | | 98% | 99% |
| Students taking one or more advanced placement exams for STEM-related courses | 313 | 21% | 23% |
| CTE-STEM program concentrators | 0 | | 0 |
| Students taking CTE-STEM industry certification exams | 13 | 9% | 10% |
| Passing rate (%) for students who take CTE-STEM industry certification exams | | 92% | 93% |

Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses | 262 | 17% | 19% |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses | 238 | 91% | 92% |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses | | 98% | 99% |
| Students taking CTE industry certification exams | 60 | 23% | 25% |
| Passing rate (%) for students who take CTE industry certification exams | | 80% | 82% |
| CTE program concentrators | 0 | 0% | 0% |
| CTE teachers holding appropriate industry certifications | 2 | 100% | 100% |

Area 8: Early Warning Systems**High School Indicators**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 360 | 24% | 23% |
| Students in ninth grade with one or more absences within the first 20 days | 14 | 1% | 0% |
| Students in ninth grade who fail two or more courses in any subject | 83 | 5% | 4% |
| Students with grade point average less than 2.0 | 82 | 5% | 4% |
| Students who fail to progress on-time to tenth grade | 0 | 0% | 0% |
| Students who receive two or more behavior referrals | 52 | 3% | 2% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 42 | 3% | 2% |

Graduation

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students dropping out of school, as defined in s.1003.01(9), F.S. | 1 | 0% | 0% |
| Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) | 364 | 99% | 99% |
| Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. | 12 | 3% | 3% |
| Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) | 0 | 0% | |

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents are actively involved in many activities at Ponte Vedra High. They participate in SAC; proctor standardized exams such as EOC's and Advanced Placement; sponsor fund raisers for sports and other activities not funded by the district; tutor students who struggle with reading; provide supplies to classroom teachers; and much more. The PTO is a vital part of the PVHS community and provided the following during the 2012-13 school year:

PTO/SEA College Fair

Guest speakers at general meetings

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

Volunteers in the Media Center and cafeteria

Classroom enhancement grants

Campus beautification

Teacher appreciation luncheons (4 throughout the year)

Breakfast and snack for students during semester and AP exams

The PTO has also provided funding for project in which state funding is not available. They provided funds for the following projects:

\$14,000 for POD Security System

\$6,100 ipad 2's and ipad minis

\$5,000 equipment for the music department

\$5,400 Naviance renewal and upgrade

\$1,300 core classroom enhancements

\$1,100 postage for the school newspaper

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| In 2012-13 our volunteers logged in 11,237 volunteer hours. Our goal for 2013-14 is to increase those hours by 10%. We will continue to involve our parent in a multitude of activities including SAC, assessment, tutoring, office assistance, and various needs of our teachers and office staff. | 139 | 17% | 19% |

Area 10: Additional Targets

Additional targets for the school

There is a continuous need for teachers, parents, students and all staff members to participate in practices that promote the school's values, such as, cultural awareness and interpersonal respect. There is a need to integrate character education into the curriculum. PVHS administration and staff will form a vital partnership with parents so that students hear a consistent message about character traits essential for success in school and life.

PVHS will provide parents with information on the character trait for the month and have students participate in class lessons that encourage being a responsible citizen. Teachers will recommend two students per month to be recognized for the current Character Counts pillar. The recommendation will be mailed home to the parents.

Specific Additional Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Number of students who are recognized in the Character Counts program | 334 | 22% | 25% |

Goals Summary

- G1.** Increase students ability to interpret the structure of expressions and write expressions in equivalent forms to solve problems
- G2.** Increase student ability to cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- G3.** Increase student ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Goals Detail

G1. Increase students ability to interpret the structure of expressions and write expressions in equivalent forms to solve problems

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Algebra 1 Teachers
- Remedial Math Tutor
- FCAT online resources

Targeted Barriers to Achieving the Goal

- Students' inability to express an algebraic computation in general terms, abstracting from specific instances

Plan to Monitor Progress Toward the Goal

.Algebra 1 EOC results

Person or Persons Responsible

Algebra 1 teachers; Principal

Target Dates or Schedule:

Upon release of Algebra 1 EOC results

Evidence of Completion:

Students in lowest 25% making learning gains in Algebra 1 EOC will improve to 94%

G2. Increase student ability to cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Targets Supported

Resources Available to Support the Goal

- Discovery Education Formative Assessment
- Achieve 3000 Reading program
- Study Island Skills online program
- Instructional Literacy Coach for professional development and progress monitoring
- Media Specialist for technology related issues such as accessing records

Targeted Barriers to Achieving the Goal

- Student inability to identify central idea and how it emerges and is shaped and refined by specific details

Plan to Monitor Progress Toward the Goal

9th and 10th grade teachers will monitor student progress toward the goal of reading and comprehending grade-level text

Person or Persons Responsible

Principal; Testing Coordinator; 9th and 10th grade Language Arts Teachers; Instructional Literacy Coach; Intensive Reading Teachers; World Cultural Geography Teachers

Target Dates or Schedule:

When results are received from Spring 2014 FCAT 2.0 testing

Evidence of Completion:

An increase number of students scoring at level 3 and above on FCAT 2.0 by 1%

G3. Increase student ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Targets Supported

- Writing

Resources Available to Support the Goal

- Instructional Literacy Coach for professional development and small group instruction
- FCAT Rubric
- Model Essays

Targeted Barriers to Achieving the Goal

- Students' lack of prior knowledge in how to write argumentation with evidence

Plan to Monitor Progress Toward the Goal

An increase in FCAT Writes scores from previous year

Person or Persons Responsible

Testing Coordinator, 10th grade Teachers, Principal, Instructional Literacy Coach

Target Dates or Schedule:

When results for FCAT Writes are released

Evidence of Completion:

FCAT Writes scores for 2013-14 improve by 1%

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase students ability to interpret the structure of expressions and write expressions in equivalent forms to solve problems

G1.B1 Students' inability to express an algebraic computation in general terms, abstracting from specific instances

G1.B1.S1 Direct instruction on ways to interpret expressions that represent a quantity in terms of its context

Action Step 1

Use direct instruction to model ways in which students can interpret expressions that represent a quantity in terms of its context. Teachers will show students how to interpret parts of an expression such as terms, factors, and coefficients. Once this is mastered they will go on to model how more complicated expressions can be interpreted by viewing one or more of their parts as a single entity. Training was provided on Common Core during preplanning on August 14, 2013.

Person or Persons Responsible

Algebra 1 teachers

Target Dates or Schedule

September-December 2013

Evidence of Completion

On a test and/or quiz, students are able to interpret expressions that represent a quantity in terms of context on their own

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

Through classroom observation of strategies being implemented by teacher

Person or Persons Responsible

Principal and/or Assistant Principal

Target Dates or Schedule

First semester of 2013-14 school year

Evidence of Completion

Student test results and EOC results

Plan to Monitor Effectiveness of G1.B1.S1

Monitor student progress on interpreting expressions that represent a quantity of terms on its context

Person or Persons Responsible

Algebra 1 teachers

Target Dates or Schedule

After tests/quizzes and when EOC results become available; throughout first semester and end of year

Evidence of Completion

Student test/quiz scores and Algebra 1 EOC

G1.B1.S2 Guided practice on choosing and producing an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression

Action Step 1

Teachers will guide students step by step through several skills necessary for this strategy: factoring a quadratic expression to reveal the zeros of the function it defines; completing the square in a quadratic expression to reveal the maximum and minimum value of the function it defines; and using the properties of exponents to transform expressions for exponential functions.

Person or Persons Responsible

Algebra 1 teachers

Target Dates or Schedule

Second Semester of 2013-14 school year

Evidence of Completion

Students successfully being able to choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression on a test/quiz.

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

Classroom observation of strategy being implemented; student quiz/test scores

Person or Persons Responsible

Principal; Assistant Principal

Target Dates or Schedule

Second semester

Evidence of Completion

Improvement in student scores on teacher made and district formative assessments; Algebra EOC results

Plan to Monitor Effectiveness of G1.B1.S2

Monitor student progress on this strategy through both formal and informal assessments

Person or Persons Responsible

Algebra 1 teachers

Target Dates or Schedule

Throughout the second semester as students are assessed on the skills; end of year EOC results

Evidence of Completion

Improvement in student scores on teacher made and district formative assessments; Algebra EOC results

G1.B1.S3 Pull-out remediation to develop student skills in making sense of problems and persevering in solving them

Action Step 1

Remediate students through small group instruction by pulling those students in the lowest 25% out of elective classes

Person or Persons Responsible

Algebra 1 teachers; Remedial Math Tutor

Target Dates or Schedule

Beginning in September 2013 though May 2014

Evidence of Completion

Algebra EOC results

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

Formal and informal assessment of student skills

Person or Persons Responsible

Algebra 1 teachers

Target Dates or Schedule

Throughout the school year; September through May

Evidence of Completion

Scores on formal and informal assessments including teacher made tests and district formative assessments; Algebra 1 EOC results

Plan to Monitor Effectiveness of G1.B1.S3

Assess students periodically through formal and informal assessments such as teacher-made quizzes and tests, district formative assessments and student class and homework

Person or Persons Responsible

Algebra 1 teachers; Remedial Math Tutor

Target Dates or Schedule

Throughout 2013-14 school year

Evidence of Completion

Results on informal/formal assessments; Algebra 1 EOC results

G2. Increase student ability to cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

G2.B1 Student inability to identify central idea and how it emerges and is shaped and refined by specific details

G2.B1.S1 Students will use Achieve 3000 Reading program in Intensive Reading and World Cultural Geography classes.

Action Step 1

Develop strategies for implementing the Achieve 3000 Reading program in the Intensive Reading and World Cultural Geography classes

Person or Persons Responsible

Instructional Literacy Coach, Media Specialist, Intensive Reading and World Cultural Geography teachers

Target Dates or Schedule

At PLC meetings throughout the school year

Evidence of Completion

Data from Achieve 3000

Facilitator:

Media Specialist; Instructional Literacy Coach

Participants:

Intensive Reading and World Cultural Geography teachers

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

Monitor the frequency of implementation by Intensive Reading and World Cultural Geography teachers

Person or Persons Responsible

Instructional Literacy Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S1

The Media Specialist and Intensive Reading and World Cultural Geography teachers will meet to review student usage records and discuss effectiveness of strategies

Person or Persons Responsible

Intensive Reading and World Cultural Geography teachers, Media Specialist, Instructional Literacy Coach

Target Dates or Schedule

End of each quarter

Evidence of Completion

Students have completed 40 lessons for each semester on Achieve 3000 Reading program; an average of 20 per quarter

G2.B1.S2 Students will use Study Island Skills online program in 10th grade standard English classes

Action Step 1

Teachers must use the Study Island Skills online program one day per week throughout the school year in 10th grade English classes. A schedule must be developed and adhered to in order to effectively use this program. Teachers must then plan lessons based upon student progress, strengths and challenges.

Person or Persons Responsible

Instructional Literacy Coach, 10th grade English teachers

Target Dates or Schedule

Throughout the entire 2013-14 school year

Evidence of Completion

Records showing frequency of usage and student achievement data

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

Check usage records and teacher lesson plans, which should note day/time for Study Island usage.

Person or Persons Responsible

Instructional Literacy Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S2

PLC meeting to discuss continued scheduling of Study Island and effectiveness of previous schedule; review of student usage records and progress

Person or Persons Responsible

Instructional Literacy Coach; 10th grade English teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student usage records; teacher lesson plans and classroom observations show weekly implementation of Study Island

G2.B1.S3 Teachers will use data from Discovery Education for progress monitoring and lesson planning

Action Step 1

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

Person or Persons Responsible

9th and 10th grade Language Arts teachers

Target Dates or Schedule

September 2013 and February 2014

Evidence of Completion

Students reading scores in Discovery Ed improve from September to February.

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

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

Person or Persons Responsible

Instructional Literacy Coach; Assistant Principal

Target Dates or Schedule

Second and third quarter of 2013-14 school year

Evidence of Completion

Students engaged in reading; and documented reading gains.

Plan to Monitor Effectiveness of G2.B1.S3

Students' improved reading skills

Person or Persons Responsible

9th and 10th grade Language Arts teachers

Target Dates or Schedule

February 2014

Evidence of Completion

Student progress demonstrated on second Discovery Ed assessment in February

G3. Increase student ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

G3.B1 Students' lack of prior knowledge in how to write argumentation with evidence

G3.B1.S1 Instructional Literacy Coach will pull out targeted students for remediation.

Action Step 1

Develop a schedule and timeline for releasing students for small group instructions; provide small group instruction for the lowest level of learners

Person or Persons Responsible

Instructional Literacy Coach; 10th grade English teachers

Target Dates or Schedule

Beginning first month of school and ongoing through February 2014

Evidence of Completion

Students will improve their ability to write argumentation with evidence

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

Check small group attendance records and student writing portfolios for evidence of student improvement in writing

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

On-going through February 2014

Evidence of Completion

Student writing samples which show improvement in writing skills

Plan to Monitor Effectiveness of G3.B1.S1

Attendance records of small group instruction; student writing portfolios

Person or Persons Responsible

Instructional Literacy Coach; 10th grade English teachers

Target Dates or Schedule

Monthly through the end of February 2014

Evidence of Completion

Student writing samples show evidence of improved skills in argumentation with evidence

G3.B1.S2 Teachers will use Direct Instruction and modeling in context of classroom

Action Step 1

Using direct instruction to demonstrate and model the correct way to write argumentation with evidence. Professional development was provided on the September 13, 2013, the district inservice day.

Person or Persons Responsible

10th grade English teachers

Target Dates or Schedule

When teaching writing skills; throughout the school year

Evidence of Completion

Students' writing demonstrates that they are able to correctly write argumentation with evidence; progress monitored through use of the FCAT rubric

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

Observe teachers using Direct Instruction in the classroom; student writing portfolios

Person or Persons Responsible

Instructional Literacy Coach; Assistant Principal

Target Dates or Schedule

On-going through February 2014

Evidence of Completion

Improvement on district writing prompts; Improved FCAT writing scores

Plan to Monitor Effectiveness of G3.B1.S2

Student writing portfolios that shows progress in being able to write argumentation with evidence

Person or Persons Responsible

10th grade English teachers

Target Dates or Schedule

Ongoing throughout school year; quarterly writing prompts from the district

Evidence of Completion

Improved FCAT Writes scores; improvement in student writing as demonstrated on district writing prompts

G3.B1.S3 Teachers will use guided practice and as means of teaching students how to write argumentation with evidence

Action Step 1

After teachers demonstrate the process for writing argumentation with evidence through Direct Instruction, they will use guided practice as a means of continuing the writing process.

Person or Persons Responsible

10th grade English teachers

Target Dates or Schedule

September 2013 through February 2014

Evidence of Completion

Students will understand what argumentation with evidence means and be able to use demonstrate it in their own writing.

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

Classroom observations of teachers using guided practice with constructive feedback

Person or Persons Responsible

Instructional Literacy Coach; Assistant Principal

Target Dates or Schedule

During teacher observations scheduled throughout the year

Evidence of Completion

Improved student FCAT writes scores

Plan to Monitor Effectiveness of G3.B1.S3

Student writing portfolios with evidence that students are able to write argumentation with evidence

Person or Persons Responsible

10th grade English teachers

Target Dates or Schedule

September 2013 through February 2014

Evidence of Completion

Improved FCAT writes scores

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Increase student ability to cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

G2.B1 Student inability to identify central idea and how it emerges and is shaped and refined by specific details

G2.B1.S1 Students will use Achieve 3000 Reading program in Intensive Reading and World Cultural Geography classes.

PD Opportunity 1

Develop strategies for implementing the Achieve 3000 Reading program in the Intensive Reading and World Cultural Geography classes

Facilitator

Media Specialist; Instructional Literacy Coach

Participants

Intensive Reading and World Cultural Geography teachers

Target Dates or Schedule

At PLC meetings throughout the school year

Evidence of Completion

Data from Achieve 3000

Appendix 2: Budget to Support School Improvement Goals