

St. Johns County School District

# Pedro Menendez High School



## 2022-23 Schoolwide Improvement Plan

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# Pedro Menendez High School

600 STATE ROAD 206 W, St Augustine, FL 32086

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

## Demographics

**Principal: Ted Banton**

Start Date for this Principal: 3/15/2007

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	42%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (56%) 2018-19: B (56%) 2017-18: B (60%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the St. Johns County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## Pedro Menendez High School

600 STATE ROAD 206 W, St Augustine, FL 32086

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	42%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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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>.

### 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. 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: School Information

### School Mission and Vision

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

"Not for school, but for life, we learn." Non scholae sed vitae discimus.

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

To prepare our students to be college/career-ready as well as to be successful in high school and beyond through teaching the standards in a rigorous manner, adjusting instruction to obtain desired results, using data coupled to genuine Professional Learning Community protocols to guide instruction as well as professional development, providing opportunities for student leadership, and continuing our school's unique emphasis on accessibility and inclusivity by encouraging and welcoming students of various levels and abilities to participate in higher level programs of study.

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Carmichael, Clay	Principal	<p>instructional Leader Charged With:</p> <p>Planning to Close the Achievement Gap Using Data</p> <ul style="list-style-type: none"> <li>• Refer to the handout “How to Create and Monitor Deliberate Practice Growth Plans” for step-by-step instructions for how to enter your DPGP in iObservation.</li> <li>• All members of a PLC team will have the same plan with the same steps.</li> <li>• Each teacher should submit their DPGP in iObservation for approval by September 9th, 2023</li> </ul> <p>Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.</p> <p>Desired Effect: Teacher provides data showing that each student makes progress toward closing the achievement gap.</p> <p>2021-2022 School Year PMHS SubGroup Data:</p> <p>FSA English Language Arts EOC Math (Combined – All)</p> <p>White Students: 62% proficiency</p> <p>Hispanic Students: 65%</p> <p>Black Students: 27%</p> <p>Two or More Races: 56%</p> <p>Students with Disabilities: 22%</p> <p>White Students: 41% proficiency</p> <p>Hispanic Students: 47%</p> <p>Black Students: 13%</p> <p>Two or More Races: 33%</p> <p>Students with Disabilities: 20%</p> <p>Growth Goal:</p> <p>Upon reflection on PMHS’s overall data and our team data from 2022-2023, our team will reduce the achievement gap of students with disabilities and other identified subgroups by 50% by the end of the 2022-2023 school year as measured by (FAST, FSA, EOC, IB Exams, Industry Certification)</p> <p>Action Steps:</p> <p>Action Step 1 – Date: Quarter 1 – After administering common summative assessments, our team will disaggregate the data, looking at the percent proficient of overall students, students with disabilities and at least one other subgroup that our team is interested to review. Based on a review of data, our team will identify specific students to receive targeted remediation in quarter 2.</p> <p>Action Step 2 – Date: Quarter 2 – Our team will develop and implement targeted remediation of essential standards throughout quarter 2 using small group instruction for identified students. We will track the progress of these students on team developed formative and summative assessments and monitor our team’s overall progress based on a review of our midterm data.</p> <p>Action Step 3 – Date: Quarter 3 – Based on a review of midterm data and formative/summative assessment data from the first semester, we will create a plan to prep all students for the FSA, paying close attention to any groups of students who have identified gaps in their knowledge throughout the school year. Our plan will include deliberate collaboration with ESE staff and other resources around the school (ILC, Media Specialist, etc.) to meet student needs.</p>



Name	Position Title	Job Duties and Responsibilities
Kasting, Troy	Assistant Principal	
Swope, JP	Assistant Principal	
Willis, Erica		
Waldrop, Danielle	Dean	

## Demographic Information

### Principal start date

Thursday 3/15/2007, Ted Banton

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Total number of teacher positions allocated to the school**

80

**Total number of students enrolled at the school**

1,600

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

7

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

21

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	397	423	402	314	1536
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	97	115	135	116	463
One or more suspensions	0	0	0	0	0	0	0	0	0	60	82	54	36	232
Course failure in ELA	0	0	0	0	0	0	0	0	0	14	19	17	22	72
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	54	95	67	35	251
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	34	34	35	13	116

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	45	71	62	21	199
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/6/2022

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	420	362	312	322	1416
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	115	135	116	100	466
One or more suspensions	0	0	0	0	0	0	0	0	0	82	54	38	27	201
Course failure in ELA	0	0	0	0	0	0	0	0	0	19	17	22	49	107
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	95	67	35	39	236
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	116	100	95	60	371

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	47	47	39	41	174
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	420	362	312	322	1416
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	115	135	116	100	466
One or more suspensions	0	0	0	0	0	0	0	0	0	82	54	38	27	201
Course failure in ELA	0	0	0	0	0	0	0	0	0	19	17	22	49	107
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	95	67	35	39	236
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	116	100	95	60	371

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	47	47	39	41	174
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	59%	74%	51%				56%	74%	56%
ELA Learning Gains	58%						52%	60%	51%
ELA Lowest 25th Percentile	41%						38%	50%	42%
Math Achievement	41%	50%	38%				48%	73%	51%
Math Learning Gains	39%						44%	58%	48%
Math Lowest 25th Percentile	37%						38%	55%	45%
Science Achievement	59%	70%	40%				66%	86%	68%
Social Studies Achievement	71%	59%	48%				78%	88%	73%

### Grade Level Data Review - State Assessments

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	87%	-21%	67%	-1%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	88%	-10%	70%	8%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	39%	79%	-40%	61%	-22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	81%	-28%	57%	-4%

## Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	22	35	32	20	34	35	22	47		82	16
ELL		50									
BLK	27	43	32	13	28	35	27	69		93	29
HSP	65	63	33	47	41		50	59		89	79
MUL	56	57		33	40	20	67			93	77
WHT	62	60	45	44	41	41	64	72		87	64
FRL	50	52	42	32	34	36	47	61		84	56
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	24	38	36	22	29	29	42	51		76	24
ASN	64										
BLK	24	30	25	21	29	34	41	37		97	34

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
HSP	57	58	41	35	22	21	63	57		92	61
MUL	36	35		24	17					100	40
WHT	58	53	53	33	23	23	59	78		87	65
FRL	41	47	47	29	22	22	58	62		82	52
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	39	35	23	31	29	44	50		70	19
BLK	31	38	23	31	36	16	56	66		90	32
HSP	56	53	42	47	45	40	65	65		81	57
MUL	70	50		35	43					90	
WHT	59	54	42	52	45	43	68	81		86	57
FRL	45	43	31	44	40	29	59	71		83	39

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	556
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### **What trends emerge across grade levels, subgroups and core content areas?**

ELA is making an upward trend in achievement data across the board. Although math achievement is trending upward, achievement among subgroups SWD and Black students shows slower upward trend.

#### **What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Across the board, SWD and black students show the greatest needs for improvement.

#### **What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Although support is available in the building, students have limited access to transportation to attend additional support offered before or after school hours. We will offer tutoring for students during the school day for anyone in need.

#### **What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

ELA showed the most improvement for the 2022 school year.

#### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

Small group instruction was used heavily in Intensive Reading classes and the IR PLC was committed to analyzing and grouping students accordingly.

#### **What strategies will need to be implemented in order to accelerate learning?**

We will offer in-school tutoring, check-ins with the at-risk juniors and seniors, small group instruction, and district progress monitoring to produce data and guide instruction.

#### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Instructional Coaches and Administrators (building and district) will offer ideas and trainings to staff on how to create small group instruction in the classroom, offer ideas on various strategies that can be used with students, and analyze data to help PLC teams plan common assessments.

#### **Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Faculty meeting trainings, one-to-one training with teachers or PLC teams, mentoring program for new staff, and productive feedback from admin observations that will guide instruction.



**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Collaborative Planning****Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students with disabilities as well as from low socio-economic backgrounds struggle with standardized tests. Students with disabilities scored at least 20 percentage points below the school average in all core subject areas. Students from low socio-economic backgrounds scored at least 10 percentage points below the school average in all core subject areas.

**Measurable Outcome:**

State the specific

measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increasing passing rates for students with disabilities by at least 10 percentage points and students from low socio-economic backgrounds by at least 5 percentage points.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will occur through both classroom observations as well as PLC developed Formatives and Summatives, as well as district provided common summative assessments (CSA) and FAST.

Person responsible for monitoring outcome:

[no one identified]

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Dietrichson et al indicates that consistent small group instruction has positive learning outcomes esp. for disadvantaged students; and, Dufour and Eaker leads educators towards instruction developed by a team of teachers is more effective for all learners. These strategies will be discussed in PLCs and incorporated into classroom instruction.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Pedro Menendez High School is comprised of multiple levels of students from various backgrounds. Based on 21-22 qualitative reflections as well as above-described strategies our school will focus on the educational foundation of Professional Learning Communities coupled to Highly effective Small Group instructional practices.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*

## #2. ESSA Subgroup specifically relating to Black/African-American

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one  
identified]

### Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

### Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*

## #3. ESSA Subgroup specifically relating to Students with Disabilities

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one  
identified]

### Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

### Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*

## Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### Describe how the school addresses building a positive school culture and environment.

Pedro Menendez High School creates a positive school culture through its Academy Program, IB, Athletics, Boosters, Fine Arts & Performing Arts Programs, and School Advisory Council (SAC). Throughout the year PMHS invites parents and other stakeholders to attend events to showcase the many strengths of the PMHS students; IB Cultural Fair, Homecoming Parade, Victory Day, Art performances, Academy Night, Antique Car Show, and many more Menendez traditions. SAC meets every month and is responsible for the planning, reviewing, and making suggestions to assist with instructional improvement. All parents, staff, and community are invited to be members of PMHS SAC. SAC members, including all stakeholders can provide input on the Parent and Family Engagement. Parent/Staff/Student surveys are also used to solicit input. Comments from parents and all other stakeholders are documented on SAC meeting minutes. All stakeholders can access information about our school events, programs, and meetings are provided via our weekly Friday announcements, school website, and multiple social media platforms. Curriculum and assessment information is shared by teachers at Open House, during parent teacher conferences, through newsletters and through the Schoology platform. The administration focuses on building strong teacher and school staff relationships throughout the year by offering breakfast gatherings, luncheons, tailgates at home athletic events, thank you sweets, and other faculty involvement opportunities.

### Identify the stakeholders and their role in promoting a positive school culture and environment.

School Admin - establish school wide initiatives that establish and celebrate an expectation of positive and supportive interactions within our school community

Teachers- implement and maintain class activities that support a positive class culture and learning environment

Staff - assist class teachers in monitoring student interactions in effort to support positive student interactions