

Pedro Menendez High School

600 STATE ROAD 206 W, St Augustine, FL 32086

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

39%

Alternative/ESE Center

No

Charter School

No

Minority

17%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	B	B

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	30
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	33

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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-ready as well as successful in high school and beyond through teaching the standards, adjusting instruction to obtain desired results, using data to guide instruction for professional development growth, and providing opportunities for student leadership.

School Environment

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

Our school has a diverse range of students from a multitude of cultural and societal backgrounds, so it is important that we as educators create an accepting and understanding environment. On a one-to-one level, teachers create personal relationships with their students through classroom interactions. Many classes allow students to talk about themselves through projects and papers. Since our IB program is an international program, these students are regularly exposed to other cultures and are expected to respect those differences. We also have a growing LGBT population, which we also encourage students to respect through our GSA Club. We also had members of the GSA club speak to our staff at a faculty meeting in order to expose our staff to this group, and help them better answer questions about these students to their peers and set a tone of acceptance in the classroom.

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

Along with maintaining a positive and respectful environment, we also make sure teachers and staff are on duty throughout the hallways before and after school. Having adults in key high-traffic areas helps students feel safe, and it keeps the number of incidents down to a minimum. The staff on duty also regularly talk with students passing by, making them feel comfortable and not as if teachers are just standing guard and unapproachable. Students feel safe during classes because our teachers maintain disciplined and regulated classes that keep negative incidents to a minimum.

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

Our school actively supports positivity over punishment through our 'Positively Pedro' initiative. This program recognizes commendable Character Counts behaviors on a daily basis. The idea is to help teachers balance the recognition of negativity (disciplinary referrals) with positive feedback for students' actions. We have put into place strong daily procedures that reduce ambiguity in behavioral expectations. Additionally, Link Crew, Academy programs, arts programs, the IB program, and clubs infuse our school with a plethora of leadership opportunities that energize Character Counts. We understand that our students may come from very different socio-economic backgrounds, however, we treat them all as young men and young ladies with bright futures.

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

This year we have added a crisis intervention counselor to our Guidance Department to meet the needs of students who are emotionally struggling. Additionally, the leadership initiatives within our school have created an environment of acceptance, empathy, and understanding. A substantial number of our teachers are trained to recognize the "struggling student" and direct that student to the appropriate resources within the school, and if needed through the crisis intervention counselor, additional resources outside the school. We continue to provide services such as Rtl and counseling as needed.

Early Warning Systems

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

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	71	75	89	119	354
One or more suspensions	90	104	67	51	312
Course failure in ELA or Math	31	54	29	45	159
Level 1 on statewide assessment	95	57	29	0	181

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	81	74	50	54	259

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

As far as meeting individual needs of students, the results of their testing determine meeting their needs, such as intensive reading or intensive math classes. Behaviorally, the deans are part of the Rtl team, so those kids are mentored, encourage to join a sport or club(s). Attendance is the main focus of the team, and team members make phones calls every Monday for those students who missed the previous week. Team members work with students by getting them to sign contracts, making parents contacts, and involving parents in meetings/open houses/career nights. Monthly meetings with students in the juvenile probation court system are held to review progress in school, attendance, behavior, and what steps they need to complete in order to finish their probation. The

probation officers come to the school every other month, and the team meets with the students in the other months to discuss the above.

Family and Community Involvement

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

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

PMHS realizes the importance of parent involvement in the high school. Throughout the school year, we have a number of events which call upon parents to actively participate in their students' education: 9-10 Test Data Night; Academy Career Night/Day events; symposiums; three academy advisory boards, SAC committee; AVID parent support group; IB parent support group; athletic boosters; band boosters as well as an active volunteers organization.

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

Our Career Specialist, Christine Danner, holds regular meetings with members of local businesses to keep them involved in what our academies are doing and make them active members of our school. We have specific groups, such as the Flagler Health Academy and Building and Construction Academy, that include professionals from our local hospital and local construction businesses. Our school has interns and practicum students from Flagler College work at our school, which creates relationships with future professionals and community members. We also have professionals and business owners from our community as members of our School Advisory Council (SAC).

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Carmichael, Clay	Principal
Lee, Jill	Assistant Principal
Pillay, Nigel	Assistant Principal
Mullins, Kristen	Teacher, K-12
Neff, Kate	Instructional Media
Paone, Adrienne	

Duties

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

The function and responsibility of each team member is to make phone calls, meet individually with students, and track student progress of those students on intervention plans. Each member concentrates on parental involvement. If the parent is not involved, the process is not being conducted with fidelity.

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

As far as meeting individual needs of students, the results of their testing determine meeting their needs, such as intensive reading or intensive math classes. Behaviorally, the deans are part of the RtI team, so those kids are mentored, encourage to join a sport or club(s). Attendance is the main focus of the team, and team members make phones calls every Monday for those students who missed the previous week. Team members work with students by getting them to sign contracts, making parents contacts, and involving parents in meetings/open houses/career nights. Monthly meetings with students in the juvenile probation court system are held to review progress in school, attendance, behavior, and what steps they need to complete in order to finish their probation. The probation officers come to the school every other month, and the team meets with the students in the other months to discuss the above.

PMHS uses "title" monies for professional development. In addition to hiring a remedial teacher, we utilize our SAI funds as described below (\$88,000).

PMHS' SAI plan allows these funds to be used for salaries of our staff for after-school tutoring. We are offering after school tutoring to our at-risk students, as well as students who need extra assistance in EOC courses , Algebra 1, Geometry, Biology, US History, Physical Science, as well as upper level science and math. Staff is available Monday and Wednesday to work with students in all core subject areas in our media center. 75% of our students attending after-school tutoring at this time are level 1 or 2 readers. We do see these students as well as a group of other students that will have difficulty passing the FCAT reading as well as the End of Course Assessments without major interventions.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Clay Carmichael	Principal
Kristen Mullins	Teacher
Kate Neff	Teacher
Pat Giuliani	Education Support Employee
Roger Williams	Parent
Tim Cavacini	Business/Community
Nancy Little	Business/Community
Candace Bell	Education Support Employee
Wendy Winneroski	Parent
Jessica McCloud	Student
Brent Hill	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC team is involved in actively evaluating the school performance data. At the end of the 2013-2014 school year, the team studied the parent, student, and teacher surveys to determine strengths and areas of concern. Also, Dr. Carmichael, the principal, shared how the budget for the school is developed.

Development of this school improvement plan

The SAC team is involved in actively evaluating the school performance data. At the end of the 2012-2013 school year, the team studied the parent, student, and teacher surveys to determine strengths and areas of concern. Also, Dr. Carmichael, the principal, shared how the budget for the school is developed. At the first meeting of the 2013-2014 school year, Mr. Pillay, one of the assistant principals, shared the data for PMHS for each category used in the school grading system.

Preparation of the school's annual budget and plan

The SAC committee, as well as other leadership committees, are briefed on the nuances of school funds (i.e.: internal funds versus operating versus capital). Annually, the department chairs collaboratively create a framework for use of funds for the following year.

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

Funds will be used to send teachers to conferences or to pay for subs for in-house professional development. Also, money has been set aside for classroom needs. So far, \$1000 has been allocated to each category.

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

Yes

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

N/A

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Paone, Adrienne	Instructional Coach
Neff, Kate	Instructional Media
Lee, Jill	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Breakfast of Champions; Battle of the Books; Symposiums (i.e. Human Trafficking Symposium); Parent Data Nights; Teen Read Week; Literacy Week

Public and Collaborative Teaching

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

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

We focus upon Domain 4, Collegiality and Professionalism, throughout the school year. We have established PLCs, data chat groups, and whole-faculty discussions to address curriculum hurdles. Each month's professional development activities are planned the month prior to allow "spot-on" adjustments to achieve desired results.

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

PMHS will continue to advertise for the most highly trained and qualified teachers, especially those with Reading, AVID, IB and Common Core backgrounds.

The principal, Dr. Clay Carmichael, is responsible.

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

PMHS' teacher-mentor program is for first- and second- year teachers as well as those teachers who are new to our school. The primary purpose is to provide support with regard to instructional strategies, classroom management, as well as to provide other materials and resources.

New teachers are paired with teachers who teach the same subject and the level of subject. Each building has a hallway mentor, also.

Activities include the following:

New teacher orientation

Luncheon

Periodic meetings and luncheons to socialize, discuss concerns, and offer strategies and additional resources as needed.

At the culmination of each year, a meeting is held to discuss what worked and what needs improvement. Mr. Nigel Pillay, one of the assistant principals, is in charge of the mentoring program. Adrienne Paone, our Instructional Literacy Coach, also plays a major role in this initiative.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

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

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

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

Instructional Strategies

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

For the 2014-2015 school year, we are emphasizing that understanding and reacting to data is more than being better at "crunching numbers." We have begun conversations directly with students who did well on standardized tests, gaining insight as to their means of success and applying that to our instruction for all of our students. Many of these students are "at-risk" with low-growth expectations; thus, their insight is applicable to a large number of students.

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

Strategy: Extended School Day

Minutes added to school year:

Goal: To assist students who are struggling in core academic classes; intervene before the posting of grades. Every Monday and Wednesday afternoon a group of teachers meet in the media center to assist collaborative groups of students with their academic struggles. The teachers specifically identify a group students "point of confusion," coaching those students to success. Note: our after-school program is very well organized and is utilized by a large number of students. After-school busing is provided.

Strategy Rationale

Discovering points-of-confusion in collaborative groups is both a Marzano as well as an AVID strategy.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Carmichael, Clay, clay.carmichael@stjohns.k12.fl.us

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

The students "sign in" as they enter the media center. Each 4 weeks, the administrative team, as well as RTI team, reviews the students' names who are attending after-school help adjusting the instructional support/approach accordingly.

Student Transition and Readiness

PreK-12 Transition

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

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

For incoming students from one grade to another, we have established Link Crew as a program for upperclassmen to support underclassmen. Additionally, AVID, IB, as well as Career Academy programs, mentor students through their specific academic grade level expectations and personal goals.

College and Career Readiness

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

All guidance counselors, including career, IB, AVID counselors, meet with students to build schedules based on student interests as well as college and career goals. Basic criteria have to be met, but as much as possible, the needs of the student are foremost.

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

Through our academy class offerings, students are able to focus on their career choices.(Flagler Hospital Academy of Health Sciences, Academy of Business with Digital Design track, Academy of

Architectural and Building Sciences). PMHS allows real-world experience by allowing the students to travel to Flagler Hospital to shadow different career tracks and by having a VyStar Credit Union branch on campus. Also, our English IV: College Prep and Hope classes are blended classes, which means that 51% of the time spent in class is spent in the computer lab online in order to learn skills to help them in the 21st century.

PMHS' IB and Dual Enrollment classes allow students to receive college credit while our AVID classes prepare students for these classes by teaching the skills necessary to be successful in college.

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

PMHS offers Academy Night in the spring in order for middle school students to learn about the course offerings here. Our students are encouraged to attend College Night Special guest speakers are invited to present test-taking strategies to junior and senior classes. Study Island SAT, ACT, college readiness programs are available for all students. Each core content class has one non-fiction reading day per week. These non-fiction reading days serve as a way for students to glean information about real-world issues and practice successful reading techniques.

According to the College Readiness Letter from ACT, in 2013, PMHS tested 177 students, and the composite score for the school is 19.5 compared to state composite score of 19.6. In a chart that shows a benchmark score, which is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or high in a corresponding credit-bearing college course, PMHS students scored a 53% in college English composition, 34% in college algebra, a 37% in college social science, and a 27% in college biology. The percentage for meeting all 4 is 18%.

In 2011, PMHS had 295 students who graduated; 47.2% of the graduates scored at level 3 or better on 10th FCAT in both reading and math. The percentage of these graduates who completed a college-prep curriculum was 51.8%. The graduates who were eligible for the maximum Bright Futures award are as follows: 5.42% FL Academic Scholars, 28.4% FL Medallion Scholars, and 1.01% FL Gold Seal Vocational. Forty-six percent of graduates completed at least one AP, IB, or DE course. Percent of students who took the PSAT or PLAN two years prior to graduation was 76% for PSAT and 10.5 % for PLAN. Over fifty percent took the SAT and ACT and 3.38% took the CPT.

PMHS' post-graduation indicators show that 50.1% of PMHS student enrolled in a Florida post-secondary institution in Fall 2011. The percentage of students who enrolled in college credit course, earning a GPA above 2.0 was 76.9%.

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

We continue to emphasize the AVID program, as well as the IB program as a mechanism for students entering into collegiate programs. Additionally, the Guidance Department connects with parents and students providing free admission to SAT and ACT testing. A number of our guidance counselors meet regularly after school with students to fill out college and scholarship applications. Our academies connect students to both technical/trade schools as well as local businesses for career opportunities. Many of our student depart Pedro Menendez High School with industry certifications (i.e., Adobe, AutoCad, Microsoft Office, and EKG).

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.** Teaching the standards. One of the major components of a successful education program is to ensure that the instruction is directly aligned to the 'Florida State Standards'. PMHS endeavors to ensure that classroom instruction is carried out in such a manner that state standards are taught using the very best high yield strategies.
- G2.** Remediation on the go Identify students who are failing those crucial courses that impend graduation providing those student with remediation both within the classroom as well as after school. Our initial remediation focus will be those courses which have high stakes test associated ie Algebra 1, Biology, Geometry etc.
- G3.** Using data Increase our ability to adjust instruction based on confused looks, adjust instruction based on non-engagement, PLCs and interactive professional development that impact instruction, sort data to adjust instructional approaches.
- G4.** Student leadership -College/Post-Secondary bound atmosphere where 100% of the students are wholeheartedly preparing for that next step. -100% of our senior class, including at-risk students, will graduate career and college ready. -Creating leadership opportunities, ex. Link Crew.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teaching the standards. One of the major components of a successful education program is to ensure that the instruction is directly aligned to the 'Florida State Standanrds'. PMHS endeavors to ensure that classroom instruction is carried out in such a manner that state standards are taught using the very best high yield strategies. 1a

G036266

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	100.0

Resources Available to Support the Goal 2

- Reading Department, MTSS team, Guidance Department, Deans Office as well as all Faculty/ Staff.

Targeted Barriers to Achieving the Goal 3

- While many of our students have solid fictional reading skills, many struggle in non-fiction technical reading endeavors and backing up their arguments with textual evidence.

Plan to Monitor Progress Toward G1. 8

iObservations

Person Responsible

Clay Carmichael

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

All teachers implementing non-fiction reading strategies, WICOR ,as well as meaningfully participation in "lesson study" activities.

G2. Remediation on the go Identify students who are failing those crucial courses that impend graduation providing those student with remediation both within the classroom as well as after school. Our initial remediation focus will be those courses which have high stakes test associated ie Algebra 1, Biology, Geometry etc. **1a**

 G036267

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	100.0

Resources Available to Support the Goal **2**

- Administrative team, guidance counselors, all faculty

Targeted Barriers to Achieving the Goal **3**

- Student access to staying after school for tutoring, test corrections, working with the teacher, etc.

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

DFAs, semester exams, and other formative assessments.

Person Responsible

Jill Lee

Schedule

Quarterly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Instructional strategies adjusted accordingly, as noted in iObservation.

G3. Using data Increase our ability to adjust instruction based on confused looks, adjust instruction based on non-engagement, PLCs and interactive professional development that impact instruction, sort data to adjust instructional approaches. 1a

G036268

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0

Resources Available to Support the Goal 2

- Administrative team, deans office, MTSS team, testing coordinator, district office

Targeted Barriers to Achieving the Goal 3

- Reliance upon numbers only- staff re-framing their thinking in order to effectively use anecdotal data.

Plan to Monitor Progress Toward G3. 8

Student data, anecdotal and formative.

Person Responsible

Clay Carmichael

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Increased standardized assessment scores.

G4. Student leadership -College/Post-Secondary bound atmosphere where 100% of the students are wholeheartedly preparing for that next step. -100% of our senior class, including at-risk students, will graduate career and college ready. -Creating leadership opportunities, ex. Link Crew. 1a

G036269

Targets Supported 1b

Indicator	Annual Target
Postsecondary Enrollments	100.0

Resources Available to Support the Goal 2

- AVID, IB, Career Academy, Art, Positively Pedro, Link Crew and athletic programs that explicitly promote college and career bound opportunities and leadership.

Targeted Barriers to Achieving the Goal 3

- Many of our students come from dysfunctional home environments that are not positive and supportive, and because of this, these students do not feel comfortable in leadership roles at school.

Plan to Monitor Progress Toward G4. 8

Review of number of activities completed and number of activities planned for the next year.

Person Responsible

Clay Carmichael

Schedule

Annually, from 6/1/2015 to 6/5/2015

Evidence of Completion

Count and impact upon the school culture.

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. Teaching the standards. One of the major components of a successful education program is to ensure that the instruction is directly aligned to the 'Florida State Standards'. PMHS endeavors to ensure that classroom instruction is carried out in such a manner that state standards are taught using the very best high yield strategies. **1**

 G036266

G1.B1 While many of our students have solid fictional reading skills, many struggle in non-fiction technical reading endeavors and backing up their arguments with textual evidence. **2**

 B086803

G1.B1.S1 Subject assigned non-fiction reading days with a strong emphasis upon "WICOR" strategies.

4

 S097516

Strategy Rationale

Addressing each topic with writing, inquiry, collaboration, as well as reading (with an organizational emphasis) is the most credible approach to ensuring the desired results.

Action Step 1 **5**

Weekly WICOR strategies utilized for all class topics, non-fiction reading coupled with higher order thinking questions, and feedback. Monthly "Lesson Study" discussions with written feedback to teachers. Before the EOCs, teachers who tutor after school assist students with skills and strategies.

Person Responsible

Clay Carmichael

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Improved individual test scores especially lowest quartile and 'at-risk' students.

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

Administration will ensure WICOR strategies utilized for all class topics, nonfiction reading coupled with higher order to questions, and feedback.

Person Responsible

Clay Carmichael

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Improved individual test scores especially lowest quartile and "at-risk" students.

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

Utilizing both formal formative and informal formative assessments.

Person Responsible

Clay Carmichael

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Improved test scores.

G2. Remediation on the go Identify students who are failing those crucial courses that impend graduation providing those student with remediation both within the classroom as well as after school. Our initial remediation focus will be those courses which have high stakes test associated ie Algebra 1, Biology, Geometry etc. 1

G036267

G2.B1 Student access to staying after school for tutoring, test corrections, working with the teacher, etc. 2

B086804

G2.B1.S1 Providing transportation home, communication, allowing students to use elective classes for extra tutoring. 4

S097517

Strategy Rationale

Meeting students' basic needs and keeping them "in the know."

Action Step 1 5

Provide transportation home

Person Responsible

Nigel Pillay

Schedule

Weekly, from 9/22/2014 to 3/12/2015

Evidence of Completion

Percentage of students passing their EOCs.

Action Step 2 5

Parent communication

Person Responsible

Clay Carmichael

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Improved attendance at tutoring and school events.

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

Dr. Carmichael sends out text messages and phone alerts that he sends out regularly.

Person Responsible

Clay Carmichael

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Sign in logs for after-school tutoring, as well as PLC minutes regarding remediation, and mostly importantly, student academic success.

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

Increased student scores in daily class work as well as EOC scores.

Person Responsible

Jill Lee

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Improved student grades in class work, quizzes, formative assessments, and EOCs.

G3. Using data Increase our ability to adjust instruction based on confused looks, adjust instruction based on non-engagement, PLCs and interactive professional development that impact instruction, sort data to adjust instructional approaches. 1

G036268

G3.B1 Reliance upon numbers only- staff re-framing their thinking in order to effectively use anecdotal data. 2

B086805

G3.B1.S1 Teachers using more anecdotal evidence of student learning and engagement, such as students holding up dry erase boards for instant feedback. 4

S097518

Strategy Rationale

The key to effective instruction is immediate feedback between students and teachers.

Action Step 1 5

Using tools and strategies for immediate feedback in the classroom.

Person Responsible

Adrienne Paone

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Teachers adjusting their instruction immediately, and ultimately, increased student success.

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

iObservation

Person Responsible

Clay Carmichael

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Observation feedback provided by administrative team.

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

Student success and engagement.

Person Responsible

Clay Carmichael

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

iObservation data.

G4. Student leadership -College/Post-Secondary bound atmosphere where 100% of the students are wholeheartedly preparing for that next step. -100% of our senior class, including at-risk students, will graduate career and college ready. -Creating leadership opportunities, ex. Link Crew. 1

G036269

G4.B1 Many of our students come from dysfunctional home environments that are not positive and supportive, and because of this, these students do not feel comfortable in leadership roles at school. 2

B086806

G4.B1.S1 -Meet with all feeder pattern SAC's, parents etc... promoting AVID, IB and Career Academies. -Link Crew development and expansion (sponsored by Holli Winter, Stephanie Jones, and Chris Cofield). -Multiple parent nights promoting post secondary education to include college/technical school applications, scholarships, as well as financial aid opportunities. -Multiple, on-campus-during the school day, college and technical school activities. 4

S097519

Strategy Rationale

Leadership is the key to everything, from character to academics.

Action Step 1 5

Tracking the number of scholarship and college/technical school applications. Celebrating the numbers and successes.

Person Responsible

Jill Lee

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Constant increase in the number of college/technical school applications and scholarship awards.

Action Step 2 5

Academic Letter Breakfast and signings

Person Responsible

Jill Lee

Schedule

Every 6 Weeks, from 11/21/2014 to 6/1/2015

Evidence of Completion

Academic Letter Breakfast and signings attended by students, parents, and staff.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Tracking progress of activities.

Person Responsible

Clay Carmichael

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Increase in number of students in leadership roles and activities.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Review both the SAC survey as well as anecdotal notes given to teachers.

Person Responsible

Kate Neff

Schedule

Annually, from 9/1/2014 to 6/1/2015

Evidence of Completion

Anecdotal review of impact upon activity.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

St. Johns - 0401 - Pedro Menendez High School - 2014-15 SIP
Pedro Menendez High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Weekly WICOR strategies utilized for all class topics, non-fiction reading coupled with higher order thinking questions, and feedback. Monthly "Lesson Study" discussions with written feedback to teachers. Before the EOCs, teachers who tutor after school assist students with skills and strategies.	Carmichael, Clay	9/1/2014	Improved individual test scores especially lowest quartile and 'at-risk' students.	6/1/2015 monthly
G2.B1.S1.A1	Provide transportation home	Pillay, Nigel	9/22/2014	Percentage of students passing their EOCs.	3/12/2015 weekly
G3.B1.S1.A1	Using tools and strategies for immediate feedback in the classroom.	Paone, Adrienne	9/1/2014	Teachers adjusting their instruction immediately, and ultimately, increased student success.	6/1/2015 weekly
G4.B1.S1.A1	Tracking the number of scholarship and college/technical school applications. Celebrating the numbers and successes.	Lee, Jill	9/1/2014	Constant increase in the number of college/technical school applications and scholarship awards.	6/1/2015 weekly
G2.B1.S1.A2	Parent communication	Carmichael, Clay	9/1/2014	Improved attendance at tutoring and school events.	6/1/2015 weekly
G4.B1.S1.A2	Academic Letter Breakfast and signings	Lee, Jill	11/21/2014	Academic Letter Breakfast and signings attended by students, parents, and staff.	6/1/2015 every-6-weeks
G1.MA1	iObservations	Carmichael, Clay	9/1/2014	All teachers implementing non-fiction reading strategies, WICOR ,as well as meaningfully participation in "lesson study" activities.	6/1/2015 biweekly
G1.B1.S1.MA1	Utilizing both formal formative and informal formative assessments.	Carmichael, Clay	9/1/2014	Improved test scores.	6/1/2015 weekly
G1.B1.S1.MA1	Administration will ensure WICOR strategies utilized for all class topics, nonfiction reading coupled with higher order to questions, and feedback.	Carmichael, Clay	9/1/2014	Improved individual test scores especially lowest quartile and "at-risk" students.	6/1/2015 weekly
G2.MA1	DFAs, semester exams, and other formative assessments.	Lee, Jill	9/1/2014	Instructional strategies adjusted accordingly, as noted in iObservation.	6/1/2015 quarterly
G2.B1.S1.MA1	Increased student scores in daily class work as well as EOC scores.	Lee, Jill	9/1/2014	Improved student grades in class work, quizzes, formative assessments, and EOCs.	6/1/2015 weekly
G2.B1.S1.MA1	Dr. Carmichael sends out text messages and phone alerts that he sends out regularly.	Carmichael, Clay	9/1/2014	Sign in logs for after-school tutoring, as well as PLC minutes regarding remediation, and mostly importantly, student academic success.	6/1/2015 weekly
G3.MA1	Student data, anecdotal and formative.	Carmichael, Clay	9/1/2014	Increased standardized assessment scores.	6/1/2015 weekly
G3.B1.S1.MA1	Student success and engagement.	Carmichael, Clay	9/1/2014	iObservation data.	6/1/2015 weekly
G3.B1.S1.MA1	iObservation	Carmichael, Clay	9/1/2014	Observation feedback provided by administrative team.	6/1/2015 weekly
G4.MA1	Review of number of activities completed and number of activities planned for the next year.	Carmichael, Clay	6/1/2015	Count and impact upon the school culture.	6/5/2015 annually
G4.B1.S1.MA1	Review both the SAC survey as well as anecdotal notes given to teachers.	Neff, Kate	9/1/2014	Anecdotal review of impact upon activity.	6/1/2015 annually
G4.B1.S1.MA1	Tracking progress of activities.	Carmichael, Clay	9/1/2014	Increase in number of students in leadership roles and activities.	6/1/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teaching the standards. One of the major components of a successful education program is to ensure that the instruction is directly aligned to the 'Florida State Standanrds'. PMHS endeavors to ensure that classroom instruction is carried out in such a manner that state standards are taught using the very best high yield strategies.

G1.B1 While many of our students have solid fictional reading skills, many struggle in non-fiction technical reading endeavors and backing up their arguments with textual evidence.

G1.B1.S1 Subject assigned non-fiction reading days with a strong emphasis upon "WICOR" strategies.

PD Opportunity 1

Weekly WICOR strategies utilized for all class topics, non-fiction reading coupled with higher order thinking questions, and feedback. Monthly "Lesson Study" discussions with written feedback to teachers. Before the EOCs, teachers who tutor after school assist students with skills and strategies.

Facilitator

Administrative team, ILC

Participants

Faculty

Schedule

Monthly, from 9/1/2014 to 6/1/2015

G3. Using data Increase our ability to adjust instruction based on confused looks, adjust instruction based on non-engagement, PLCs and interactive professional development that impact instruction, sort data to adjust instructional approaches.

G3.B1 Reliance upon numbers only- staff re-framing their thinking in order to effectively use anecdotal data.

G3.B1.S1 Teachers using more anecdotal evidence of student learning and engagement, such as students holding up dry erase boards for instant feedback.

PD Opportunity 1

Using tools and strategies for immediate feedback in the classroom.

Facilitator

Instructional Literacy Coach, Administrative team

Participants

Faculty and staff.

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 2: Remediation on the go Identify students who are failing those crucial courses that impend graduation providing those student with remediation both within the classroom as well as after school. Our initial remediation focus will be those courses which have high stakes test associated ie Algebra 1, Biology, Geometry etc.	15,000
Grand Total	15,000

Goal 2: Remediation on the go Identify students who are failing those crucial courses that impend graduation providing those student with remediation both within the classroom as well as after school. Our initial remediation focus will be those courses which have high stakes test associated ie Algebra 1, Biology, Geometry etc.		
Description	Source	Total
B1.S1.A1 - \$15,000 for buses and tutors	General Fund	15,000
Total Goal 2		15,000