Ponte Vedra High School

2014-15 School Improvement Plan

Ponte Vedra High School

460 DAVIS PARK RD, Ponte Vedra, FL 32081

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	5%

Alternative/ESE Center	Charter School	Minority
No	No	9%

School Grades History

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

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

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

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

Provide the school's vision statement

The vision of PVHS is relayed in four distinct statements and is emulated by all levels from administration to support staff:
By the year 2015, all students will consistently make choices that reflect district standards of good character.
By the year 2015, all students will continually seek and share new knowledge and experiences related to their personal interests and goals.
By the year 2015, each student will master all academic standards set forth by the district.
By the year 2015, all students will consistently and willingly identify community needs and proactively take action for improvement through service learning.

School Environment

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

During the registration process, each student and parent meets with one of our guidance counselors to discuss the student's background. The counselor learns about the students academic needs, previous school experience, cultural, social, and health-related issues. When applicable, this information is shared with classroom teachers, the school nurse, the ESE department, testing coordinator and dean in order to assist the student in making the best possible transition into PVHS.

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

Students at PVHS are engaged in many club activities that take place before and after school hours. Teachers and peer mentors schedule tutoring session prior to the start of the school day, and the school Media Center is open from 8:00-4:00 daily for student use. PVHS adhere's to the School Board's bullying and harassment policy as set forth in School Board Rule 3.21.

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

PVHS staff attempt to prevent or curtail misconduct through fair and equitable classroom policies and procedures, which are given to parents and students at the beginning of the school year. If further action is necesssary, staff will refer the student to the school deans for disciplinary action. When deciding what disciplinary action should be taken, the student's age, exceptionality, previous conduct, intent, attitude and severity of offense are considered.

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

PVHS has many services in place to ensure that the social-emotional needs of students are met. Each student at PVHS is assigned a guidance counselor with whom he/she can discuss his/her concerns. All ESE students have a case manager, and Academy students are placed in cohorts with supervising teachers. Many of the honor societies (ie. National Honor Society, Hispanic Honor Society, Math Honor Society) offering peer mentoring to any students who want to avail themselves of these services.

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	30	44	58	90	222
One or more suspensions	16	8	8	9	41
Course failure in ELA or Math	10	22	13	43	88
Level 1 on statewide assessment	21	6	5	0	32

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	14	13	15	31	73

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

Level 1 FCAT students are placed in an Intensive Reading class and Level 2 FCAT students are placed in classes taught be NGCAR-PD trained teachers. (75% of the teachers at PVHS are NGCAR-PD trained.) Students scoring at levels 1 and 2 in the Algebra 1 EOC and Geometry EOC are placed with a math tutor who assists in remediating these students in the deficit areas.

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

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 2013-2014 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 and district funding is not available.
Enhancement grants for the 2013-14 school year are as follows:
School Entrance Electronic Sign $30,000
Craig Speziale Foundation $15,000
Textbooks for International Relations Social Studies $2,616
Grand Piano – 88 Keys Campaign Art-Music $2,500
Classroom Sets of 4 Novels English $2,275
Postage for "The Tiburon" Journalism $1,000
History Alive! Teacher Resources Social Studies $893
Virtual Business Management 2.0 Software Business Academy $810
Classroom Sets of "The Last Lecture" English $755
Choir and Instrumental Folders Art-Music $629
Supplemental Materials for International Relations Social Studies $505
Keyspan Presentation Remote/Laser Pointer Social Studies $505
Refurbished iPad Math $500
5-Drawer Multi-Function Medical Cart School Nurse $360
Equipment – Portable Easel Business Academy $252
AV Equipment – Front Office Administration $240
MimioMobile Classroom License Math $207
PowerPoint Online Lectures for AP European Hist. Social Studies $160
Prizes for Literacy Week Media Center/English $90
Ruggs Recommendations to Colleges Book Guidance $88
Total Year-To-Date $59,385

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

Through the International Business (IBM) and Biotechnology Academies, PVHS builds and sustains viable community partnerships. The IBM recruites industry business partners for its advisory board and through these relationships has been able to build vibrant and current curriculum for the students. The program "Great Decisions" brings in speakers to present on current events relating to world-wide

business issues. The Biotech Academy continually seeks partnerships for field studies and student interships. "Breakfast with Bio-Tech" is used to enhance these partnerships and provide avenues for discussions.

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
McCormick, Steve	Principal
Fonseca, Gina	Assistant Principal
Jackson, Marquez	Assistant Principal
Ashenfelder, Jennifer	Guidance Counselor
O'Brian, Jeannine	Instructional Coach
Stanton, Tom	Dean
Hrach, Deb	SAC Member
Asplen, Mari Ellen	Other
Burkert, Daniel	Registrar

Duties

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

The Leadership team works closely to align the goals of the School Improvement Plan with the specific needs of both individual students and teachers. The responsibilities of the core team members vary from person to person as needed throughout the school year. All attend the weekly core meetings, help develop the agenda for the meetings, participate in gap analysis, participate in parent conferences, review school-wide progress monitoring information, and provide training specific to his/her area of expertise. Various team members are responsible for gathering attendance, behavior, progress monitoring, and testing data. Others help develop Tier ll and Tier lll academic and behavior plans, attend Rti review meetings with parents and teachers, review Rti plans, finalize Rti referral packets, and refer students and parents to appropriate community resources. Administrators perform classroom observations and schedule meetings with teachers to provide constructive feedback. Together, the Leadership teams works to ensure that the needs of all members of the PVHS community are being met in the best way possible.

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

At Ponte Vedra High School, we use the 4-step problem-solving model: Step 1, define, in objective and measurable terms, the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in

relation to stated goal.

PVHS has a weekly core team meeting (of the individuals listed above) to discuss items such as SIP goals, core instruction, resource allocation, teacher support systems, testing, activities, individual student needs and other school related issues.

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

School Advisory Council (SAC)

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

Name	Stakeholder Group
Steve McCormick	Principal
Debbie Hrach	Teacher
Joan Davey	Parent
Darla March	Parent
Kelly Winer	Parent
Marcus Figueroa	Education Support Employee
Julie Fox	Parent
Rachel Winer	Student
Louanne King	Parent
Tricia Cannan	Parent
Christopher Fischer	Parent
Jodi Rolison	Teacher
Stephanie Powers	Parent
Meg Bradley	Parent
Jennifer Calvin	Parent
Bill Irwin	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

At the beginning of each year the SAC reviews the previous year's SIP and discusses how each goal was addressed througout the school year and any changes that came out of these goals.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

The SAC is presented with the budget and plan as prepared by the Principal and are asked for input and recommedations for change. A vote it taken to approve the budget.

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

All school improvement funds will be used for technology improvements.

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

Literacy Leadership Team (LLT)

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

Name	Title
McCormick, Steve	Principal
Fonseca, Gina	Assistant Principal
O'Brian, Jeannine	Instructional Coach
Stanton, Tom	Dean
Mitchell, Summer	Guidance Counselor
Ashenfelder, Jennifer	Guidance Counselor
Mason, Kaitlin	Guidance Counselor
Hrach, Deb	Other
Asplen, Mari Ellen	Attendance/Social Work

Duties

Describe how the LLT promotes literacy within the school

1. Aligning curriculum with the common core standards and providing continuous professional development to teachers on the Robert Marzano teaching strategies.
2. Implementing RtI with struggling readers resulting in an increase in the number of students at the reading proficiency level 3 or above.
3. Requiring all core teachers to be NGCAR-PD trained. Currently, 75% of the teachers have completed this training.
4. Pulling out Level 2 students for small group remediation prior to FCAT retakes.

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

Teachers meet bimonthly in interdisciplinary Professional Development Communities (PLC) to discuss curriculum, lesson planning, assessments, and other classroom issues. All PLC members use information from their sessions to develop lesson plans, create formative and summative assessments, and activities for their students. This information is readily available in the classroom and observable during peer and administrator observations.

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

Only high effective teacher candidates are eligible to apply. The school principal, Mr. Steve McCormick, fosters a positive school reputation throughout the community. The school is highly regarded as one of the best public schools in Northeast Florida, thereby, drawing the most "high performing" teacher recruits.

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

Gina Fonseca, Assistant Principal, conducts a teacher induction program for newly hired employees. This occurs during the preplanning week of August 11-15, 2014. 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.

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

Differentiated instruction is used to meet the students' individual needs. Mixed ability groupings facilitate student to student guidance and instruction. Chunking new information into smaller lessons assists in monitoring progress and remediation of skills. Providing differentiated tests such as oral exams and computer based tests helps students to demonstrate mastery of skills in various ways. Students at FCAT Level 1 are placed in Intensive Reading classes and Level 2 students are placed in classes of teachers who are NGCAR-PD trained. Level 1 and 2 Algebra 1 and Geometry students are provided additional tutoring beyond their scheduled math class.

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

Strategy: Extended School Day

Minutes added to school year:

Each Wednesday throughout the school year teachers will engage in professional development. On the first Wednesday of each month, teachers will particpate in a district professional development activitiy; bi-monthly, interdisciplinary Professional Development Communities (PLC's) will meet to discuss curriculum and lesson planning; remaining Wednesday's will be used for individual planning and staff meetings.

Strategy Rationale

The rationale for this strategy is that teachers who are well trained and working collaboratively with other teachers will use these skills to plan for instruction, teach and assess their students more effectively. Teachers will be able to work together to plan, integrate and/or adapt teaching strategies that meet the specific needs of students to ensure the desired effect is visibly evident in all students, to reflect on the effectiveness of these strategies, and to make adjustments as needed.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
McCormick, Steve, steve.mccormick@stjohns.k12.fl.us

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

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

Strategy: Summer Program

Minutes added to school year:

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 Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

EOC retake scores

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

Each year in March PVHS administration, guidance counselors and registrar hold an assembly at Landrum Middle School (our feeder school) for rising 9th grade students to explain the registration process and give them an overview of the academic schedule. In May, the guidance counselors return to Landrum and meet one-on-one with each 8th grade student and his/her parent to begin development of a schedule for the student's freshman year. Counselors provide advice regarding the appropriate choice of classes and activities based upon student needs and ability. In January, PVHS hosts an Academy Night for incoming freshman and their parents to learn about the International Business and Biotechnology Academies.

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

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.

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

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.

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

First and foremost, PVHS faculty focus on Rigor and Relevance to prepare students for the postsecondary challenges including: helping students transition successfully into high school ;monitoring them through to graduation; and building strong relationships among teachers and students. PVHS also focuses on teaching students how to research colleges and complete college applications, take job inventories and participate in mock interviews, learn how to design a resume and make a budget , and participate in college visits.

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

Ponte Vedra offers the ASVAB Career Exploration Program to give students an opportunity to explore a variety of careers using knowledge they have gained about their interests and skills through assessment components and structured activities. This program is designed to help students evaluate their current academic preparation for admission into a postsecondary program of study and to learn about various educational opportunities.
PVHS has also increased the number students enrolled in Advanced Placement (AP) classes by over 300 students. New teachers have been added to the roster thus enabling the school to offer more sections of certain classes. Veteran AP teachers have also increased the number of sections of some of our AP classes. Our AP pass rate is 81% with close to 45% of our students enrolled in at least one AP class. Many of our students are able to be exempt from certain college courses such as English Comp I and II because they have received credit in AP Language and Composition and AP Literature and Composition.

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1. Increase students' ability to recognize and use multiple representations of linear equations, functions and inequalities

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

G3. To increase the success rate on the Postsecondary Education Readiness Test (PERT)

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. Increase students' ability to recognize and use multiple representations of linear equations, functions and inequalities 1a

🔍 G036270

Targets Supported 1b

Indicator	Annual Target
Math Gains	90.0

Resources Available to Support the Goal 2

- Algebra 1, Algebra 2, and Geometry Teachers

- Remedial Math Tutor

- FSA online resources

Targeted Barriers to Achieving the Goal 3

- Students inability to represent themselves graphically, analytically, and/or algebraically

Plan to Monitor Progress Toward G1. 8

DFA and FSA Mathematics results

Person Responsible

Marquez Jackson

Schedule

Quarterly, from 10/24/2014 to 7/1/2015

Evidence of Completion

Students will successfully demonstrate progress on mastery of skills on District Formative Assessments and the Florida Standard Assessment

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

🔑 G036271

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	85.0

Resources Available to Support the Goal `2`

- FAIR Formative Assessment
- Achieve 3000 Reading program
- Study Island Skills online program
- Instructional Literacy Coach for professional development and progress monitoring

Targeted Barriers to Achieving the Goal `3`

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

Plan to Monitor Progress Toward G2. `8`

Results of informal and formal assessments such as DFA's, FCAT 2.0 and FSA ELA assessment

Person Responsible

Gina Fonseca

Schedule

Quarterly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Students on the lowest 25% will make learning gains in reading of at least 2% over previous year as evident on FCAT 2.0 and the FSA ELA.

G3. To increase the success rate on the Postsecondary Education Readiness Test (PERT) 1a

G036272

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	91.0

Resources Available to Support the Goal 2

- Instructional Literacy Coach for professional development and small group instruction

- NGCAR-PD trained teachers in all Core clases

- HMH Collections Holt MacDougal

Targeted Barriers to Achieving the Goal 3

- Students lack of reading stamina impairs their ability to maintain and acceptable level of comprehension

Plan to Monitor Progress Toward G3. 8

An increase in PERT scores from 2013-14

Person Responsible

Gina Fonseca

Schedule

On 1/30/2015

Evidence of Completion

PERT scores will increase by 3% over previous year.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

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

G1. Increase students' ability to recognize and use multiple representations of linear equations, functions and inequalities `1`

🔍 G036270

G1.B1 Students inability to represent themselves graphically, analytically, and/or algebraically `2`

🔍 B086807

G1.B1.S1 Direct instruction on the correct use of dynamic software and graphing calculators in mathematical computations `4`

🔍 S097521

Strategy Rationale

Use of dynamic software and graphing calculators will enhance students ability to graphically solve linear equations, functions and inequalities

Action Step 1 `5`

Teachers will demonstrate through direct instruction the functions of a graphing calculator and provide guided practice in solving and graphing functions, linear equations and inequalities using this tool. Students will also be provided access to software such as Geometer's Sketchpad and other online graphing programs.

Person Responsible

Marquez Jackson

Schedule

Biweekly, from 9/8/2014 to 3/6/2015

Evidence of Completion

Students will be able to correctly solve linear equations, functions, and inequalities using both a graphing calculator and online graphing software.

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

Classroom observation of strategies being implemented by teacher and review of students progress on skills

Person Responsible

Marquez Jackson

Schedule

Monthly, from 10/1/2014 to 4/1/2015

Evidence of Completion

Student results in both formal and informal assessments when using graphing calculators and dynamic software

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

Observation of students using dynamic software and graphing calculators in the classroom and analysis of assessment results

Person Responsible

Marquez Jackson

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Students will successfully be able to solve functions, linear equations and inequalities using graphing calculators and dynamic software on end of year assessments including FSA Mathematics 90% of the time

G1.B1.S2 Guided practice in using error analysis to solve higher order word problems containing functions, linear equations, and inequalities 4

S097522

Strategy Rationale

Error analysis provides a means for students to self-evaluate and self-correct when solving higher order word problems

Action Step 1 5

Teachers will guide students through the process of error analysis in problem-solving and then place students in small practice groups using peer mentors to provide constructive feedback.

Person Responsible

Marquez Jackson

Schedule

Biweekly, from 9/2/2014 to 5/22/2015

Evidence of Completion

Students will successfully use error analysis on their own work in order to correctly solve higher order word problems

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom observation of strategy being taught and then implemented by students; analysis of test scores based upon use of this strategy

Person Responsible

Marquez Jackson

Schedule

Quarterly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Improvement in student scores on teacher made and district formative assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Evaluate student progress on both formal and informal assessments when this strategy is implemented

Person Responsible

Marquez Jackson

Schedule

Quarterly, from 8/22/2014 to 6/4/2015

Evidence of Completion

Improvement in student scores, as they progress through the school year, on DFA's, FSA and teacher-made assessments

G1.B1.S3 Pull-out remediation to improve skills for solving functions, linear equations and inequalities `4`

`🔧 S097523`

Strategy Rationale

Small group tutoring provides more intensive instruction for students in the lowest 25%

Action Step 1 `5`

Remediate those students in the lowest 25% by providing additional tutoring through small group instruction

Person Responsible

Marquez Jackson

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Students will made learning gains on DFA's, Algebra 1 and Geometry EOC's and FSA Mathematics assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S3 [6]

Observation of students working in small groups with math tutor and analysis of student learning gains on formal and informal assessments

Person Responsible

Marquez Jackson

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Students will demonstrate understanding of and ability to solve functions, linear equations, and inequalites when assessed by their classroom teachers and on DFA's and FSA Mathematics

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 [7]

Students will be assessed formally and informally by their classroom teachers on their ability to solve functions, linear equations, and inequalities

Person Responsible

Marquez Jackson

Schedule

Weekly, from 8/22/2014 to 6/4/2015

Evidence of Completion

Results on informal/formal assessments; Algebra 1 and Geometry EOC and FSA Mathematics results

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

🔑 G036271

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

🔑 B086808

G2.B1.S1 Students will use Achieve 3000 Reading program in Intensive Reading and World Cultural Geography classes. [4]

🔑 S097524

Strategy Rationale

Achieve 3000 provides content area articles, graphic organizers, and short and long writing responses with special emphasis on main idea, compare/contrast, inference, and research and reference.

Action Step 1 [5]

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

Person Responsible

Gina Fonseca

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Data from Achieve 3000

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

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

Person Responsible

Gina Fonseca

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

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

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

Intensive Reading and World Cultural Geography teachers will meet to review student usage records and discuss effectiveness of strategies in Achieve 3000

Person Responsible

Gina Fonseca

Schedule

Quarterly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Students usage records indicate progress in using graphic organizers and understanding reading strategies such as inferencing, comparing/contrasting, main idea, etc.

G2.B1.S2 Students will use Study Island Skills online program in 9th, 10th and 11th grade standard English classes `4`

S097525

Strategy Rationale

Study Island provides intensive content practice that ties instruction to benchmarks.

Action Step 1 `5`

Teachers must use the Study Island Skills online program biweekly week throughout the school year in 9th, 10th and 11th 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 Responsible

Gina Fonseca

Schedule

Monthly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Records showing frequency of usage and student achievement data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Observe classes in which Study Island is being used and check usage records and teacher lesson plans; review student progress in this program

Person Responsible

Gina Fonseca

Schedule

Quarterly, from 8/22/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

PLC's meet to review student usage records and progress

Person Responsible

Gina Fonseca

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Student records show continual improvement of skills and ability to reach benchmarks as they progress through Study Island.

G2.B1.S3 Teachers will use data from FAIR testing for progress monitoring and lesson planning 4

S097526

Strategy Rationale

FAIR provides direct practice, instruction, and evaluation of student progress and provides information about the students reading and comprehension levels that teachers can include in modified lessons.

Action Step 1 5

Twice during the school year the 9th, 10th, and 11th grade students will take the FAIR reading assessment, and teachers will use the results to plan lessons that challenge and engage the students in meaningful reading.

Person Responsible

Gina Fonseca

Schedule

Semiannually, from 9/22/2014 to 2/27/2015

Evidence of Completion

Teacher lesson plans reflect the use of FAIR testing results to guide instruction; teacher observations reflect the same.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

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

Person Responsible

Gina Fonseca

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Students engaged in relevant reading activities; documented reading gains on standarized assessment

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Students making learning gains in reading comprehension

Person Responsible

Gina Fonseca

Schedule

Semiannually, from 1/6/2015 to 6/4/2015

Evidence of Completion

Student progress demonstrated on second FAIR assessment in February and FSA ELS in April/May

G3. To increase the success rate on the Postsecondary Education Readiness Test (PERT) `1`

G036272

G3.B1 Students lack of reading stamina impairs their ability to maintain and acceptable level of comprehension `2`

B086809

G3.B1.S1 11th grade English textbook HMH Collections by Holt MacDougal will be utilized to help students achieve appropriate levels of reading stamina. `4`

S097527

Strategy Rationale

Frequent exposure to both fiction and nonfiction articles keeps students engaged and helps to maintain steady progress toward reading stamina.

Action Step 1 `5`

Develop a schedule and timeline for maintaining samll group instruction within the classroom.

Person Responsible

Gina Fonseca

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Students will improve their reading comprehension.

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

Review student DFA scores; observations of instruction and student practice

Person Responsible

Gina Fonseca

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student DFA's show improvement in reading comprehension; teachers observed providing feedback on students' achievement.

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

Teachers will review student scores on DFA's and remediate according to student achievement levels.

Person Responsible

Gina Fonseca

Schedule

Quarterly, from 8/22/2014 to 6/4/2015

Evidence of Completion

DFA scores

G3.B1.S2 Teachers will use Direct Instruction and modeling in context of classroom [4]

S097528

Strategy Rationale

Modeling allows students to experience the designated strategy in its appropriate form.

Action Step 1 [5]

Use of both fiction and nonfiction resources for student practice

Person Responsible

Gina Fonseca

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increased student performance on formative assessments

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

Observe teachers using Direct Instruction in the classroom; review student formative assessments

Person Responsible

Gina Fonseca

Schedule

Quarterly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Teachers using Direct Instruction to teach students reading strategies; improvement on both formative and summative assessments.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Students show continual progress in accelerated levels of reading comprehension

Person Responsible

Gina Fonseca

Schedule

Quarterly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Improvement in student assessment scores

G3.B1.S3 Teachers will use guided practice and as means of teaching students how to read thoroughly and critically. `4`

🔍 S097529

Strategy Rationale

Guided practices maintains an accelerated level of rigor.

Action Step 1 `5`

After teachers demonstrate and model advanced reading strategies, students will use guided practice as a means of continuing the reading process.

Person Responsible

Gina Fonseca

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Students will understand the reading strategies and be able to implement them on daily assessments.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 `6`

Classroom observations of teachers using guided practice with constructive feedback

Person Responsible

Gina Fonseca

Schedule

Quarterly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Teachers observed using guided practice in their classroom; improved student scores on the district's DFA's

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Review student test scores

Person Responsible

Gina Fonseca

Schedule

Quarterly, from 8/22/2014 to 6/4/2015

Evidence of Completion

Increased scores on formative and summative assessments

Appendix 1: Implementation Timeline

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

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	Teachers will demonstrate through direct instruction the functions of a graphing calculator and provide guided practice in solving and graphing functions, linear equations and inequalities using this tool. Students will also be provided access to software such as Geometer's Sketchpad and other online graphing programs.	Jackson, Marquez	9/8/2014	Students will be able to correctly solve linear equations, functions, and inequalities using both a graphing calculator and online graphing software.	3/6/2015 biweekly
G1.B1.S2.A1	Teachers will guide students through the process of error analysis in problem-solving and then place students in small practice groups using peer mentors to provide constructive feedback.	Jackson, Marquez	9/2/2014	Students will successfully use error analysis on their own work in order to correctly solve higher order word problems	5/22/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1	Remediate those students in the lowest 25% by providing additional tutoring through small group instruction	Jackson, Marquez	9/2/2014	Students will made learning gains on DFA's, Algebra 1 and Geometry EOC's and FSA Mathematics assessments	5/29/2015 quarterly
G2.B1.S1.A1	Develop strategies for implementing the Achieve 3000 Reading program in the Intensive Reading and World Cultural Geography classes	Fonseca, Gina	9/2/2014	Data from Achieve 3000	5/29/2015 weekly
G2.B1.S2.A1	Teachers must use the Study Island Skills online program biweekly week throughout the school year in 9th, 10th and 11th 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.	Fonseca, Gina	8/22/2014	Records showing frequency of usage and student achievement data	5/29/2015 monthly
G2.B1.S3.A1	Twice during the school year the 9th, 10th, and 11th grade students will take the FAIR reading assessment, and teachers will use the results to plan lessons that challenge and engage the students in meaningful reading.	Fonseca, Gina	9/22/2014	Teacher lesson plans reflect the use of FAIR testing results to guide instruction; teacher observations reflect the same.	2/27/2015 semiannually
G3.B1.S1.A1	Develop a schedule and timeline for maintaining samll group instruction within the classroom.	Fonseca, Gina	8/18/2014	Students will improve their reading comprehension.	6/4/2015 weekly
G3.B1.S2.A1	Use of both fiction and nonfiction resources for student practice	Fonseca, Gina	8/18/2014	Increased student performance on formative assessments	6/4/2015 weekly
G3.B1.S3.A1	After teachers demonstrate and model advanced reading strategies, students will use guided practice as a means of continuing the reading process.	Fonseca, Gina	8/22/2014	Students will understand the reading strategies and be able to implement them on daily assessments.	5/29/2015 weekly
G1.MA1	DFA and FSA Mathematics results	Jackson, Marquez	10/24/2014	Students will successfully demonstrate progress on mastery of skills on District Formative Assessments and the Florida Standard Assessment	7/1/2015 quarterly
G1.B1.S1.MA1	Observation of students using dynamic software and graphing calculators in the classroom and analysis of assessment results	Jackson, Marquez	10/1/2014	Students will successfully be able to solve functions, linear equations and inequalities using graphing calculators and dynamic software on end of year assessments including FSA Mathematics 90% of the time	6/5/2015 monthly
G1.B1.S1.MA1	Classroom observation of strategies being implemented by teacher and review of students progress on skills	Jackson, Marquez	10/1/2014	Student results in both formal and informal assessments when using graphing calculators and dynamic software	4/1/2015 monthly
G1.B1.S2.MA1	Evaluate student progress on both formal and informal assessments when this strategy is implemented	Jackson, Marquez	8/22/2014	Improvement in student scores, as they progress through the school year, on DFA's, FSA and teacher-made assessments	6/4/2015 quarterly
G1.B1.S2.MA1	Classroom observation of strategy being taught and then implemented by students; analysis of test scores based upon use of this strategy	Jackson, Marquez	10/1/2014	Improvement in student scores on teacher made and district formative assessments	5/1/2015 quarterly
G1.B1.S3.MA1	Students will be assessed formally and informally by their classroom teachers on their ability to solve functions, linear equations, and inequalities	Jackson, Marquez	8/22/2014	Results on informal/formal assessments; Algebra 1 and Geometry EOC and FSA Mathematics results	6/4/2015 weekly
G1.B1.S3.MA1	Observation of students working in small groups with math tutor and analysis of student learning gains on formal and informal assessments	Jackson, Marquez	9/2/2014	Students will demonstrate understanding of and ability to solve functions, linear equations, and inequalites when assessed by their	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				classroom teachers and on DFA's and FSA Mathematics	
G2.MA1	Results of informal and formal assessments such as DFA's, FCAT 2.0 and FSA ELA assessment	Fonseca, Gina	8/22/2014	Students on the lowest 25% will make learning gains in reading of at least 2% over previous year as evident on FCAT 2.0 and the FSA ELA.	5/29/2015 quarterly
G2.B1.S1.MA1	Intensive Reading and World Cultural Geography teachers will meet to review student usage records and discuss effectiveness of strategies in Achieve 3000	Fonseca, Gina	8/22/2014	Students usage records indicate progress in using graphic organizers and understanding reading strategies such as inferencing, comparing/contrasting, main idea, etc.	5/29/2015 quarterly
G2.B1.S1.MA1	Monitor the frequency of implementation by Intensive Reading and World Cultural Geography teachers	Fonseca, Gina	8/18/2014	Students must successfully complete 40 lessons per semester; on average 20 per quarter	5/29/2015 weekly
G2.B1.S2.MA1	PLC's meet to review student usage records and progress	Fonseca, Gina	9/2/2014	Student records show continual improvement of skills and ability to reach benchmarks as they progress through Study Island.	5/29/2015 quarterly
G2.B1.S2.MA1	Observe classes in which Study Island is being used and check usage records and teacher lesson plans; review student progress in this program	Fonseca, Gina	8/22/2014	Records show weekly use of program; student records show continual improvement in reading and writing skills	5/29/2015 quarterly
G2.B1.S3.MA1	Students making learning gains in reading comprehension	Fonseca, Gina	1/6/2015	Student progress demonstrated on second FAIR assessment in February and FSA ELS in April/May	6/4/2015 semiannually
G2.B1.S3.MA1	Classroom observations of teachers implementing reading strategies that engage the students and encourage learning.	Fonseca, Gina	10/1/2014	Students engaged in relevant reading activities; documented reading gains on standarized assessment	5/29/2015 quarterly
G3.MA1	An increase in PERT scores from 2013-14	Fonseca, Gina	1/14/2015	PERT scores will increase by 3% over previous year.	1/30/2015 one-time
G3.B1.S1.MA1	Teachers will review student scores on DFA's and remediate according to student achievement levels.	Fonseca, Gina	8/22/2014	DFA scores	6/4/2015 quarterly
G3.B1.S1.MA1	Review student DFA scores; observations of instruction and student practice	Fonseca, Gina	8/18/2014	Student DFA's show improvement in reading comprehension; teachers observed providing feedback on students' achievement.	6/4/2015 quarterly
G3.B1.S2.MA1	Students show continual progress in accelerated levels of reading comprehension	Fonseca, Gina	8/22/2014	Improvement in student assessment scores	5/29/2015 quarterly
G3.B1.S2.MA1	Observe teachers using Direct Instruction in the classroom; review student formative assessments	Fonseca, Gina	8/22/2014	Teachers using Direct Instruction to teach students reading strategies; improvement on both formative and summative assessments.	5/29/2015 quarterly
G3.B1.S3.MA1	Review student test scores	Fonseca, Gina	8/22/2014	Increased scores on formative and summative assessments	6/4/2015 quarterly
G3.B1.S3.MA1	Classroom observations of teachers using guided practice with constructive feedback	Fonseca, Gina	8/22/2014	Teachers observed using guided practice in their classroom; improved student scores on the district's DFA's	5/29/2015 quarterly

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 Opportuntities

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

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

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

G2.B1.S1 Students will use Achieve 3000 Reading 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

Jeannine O'Brian, Instructional Literacy Coach

Participants

Intensive Reading and World Cultural Geography teachers

Schedule

Weekly, from 9/2/2014 to 5/29/2015

G3. To increase the success rate on the Postsecondary Education Readiness Test (PERT)

G3.B1 Students lack of reading stamina impairs their ability to maintain and acceptable level of comprehension

G3.B1.S1 11th grade English textbook HMH Collections by Holt MacDougal will be utilized to help students achieve appropriate levels of reading stamina.

PD Opportunity 1

Develop a schedule and timeline for maintaining samll group instruction within the classroom.

Facilitator

Jeannine O'Brian, ILC

Participants

Core teachers who need NGCAR-PD certification

Schedule

Weekly, from 8/18/2014 to 6/4/2015

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

PD Opportunity 1

Use of both fiction and nonfiction resources for student practice

Facilitator

PLC Lead Teacher

Participants

PLC Members

Schedule

Weekly, from 8/18/2014 to 6/4/2015

G3.B1.S3 Teachers will use guided practice and as means of teaching students how to read thoroughly and critically.

PD Opportunity 1

After teachers demonstrate and model advanced reading strategies, students will use guided practice as a means of continuing the reading process.

Facilitator

PLC Lead Teachers

Participants

PLC Members

Schedule

Weekly, from 8/22/2014 to 5/29/2015

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 1: Increase students' ability to recognize and use multiple representations of linear equations, functions and inequalities	1,690
Goal 3: To increase the success rate on the Postsecondary Education Readiness Test (PERT)	10,000
Grand Total	**11,690**

Goal 1: Increase students' ability to recognize and use multiple representations of linear equations, functions and inequalities		
Description	**Source**	**Total**
B1.S1.A1 - Graphing calculators and carrel	General Fund	1,690
Total Goal 1		**1,690**

Goal 3: To increase the success rate on the Postsecondary Education Readiness Test (PERT)		
Description	**Source**	**Total**
B1.S1.A1 - Purchase additional computers to accommodate comuter based instruction using the HMH Collections online textbook.	Other	10,000
Total Goal 3		**10,000**