



## Pensacola High School

500 W MAXWELL ST, Pensacola, FL 32501

www.escambia.k12.fl.us

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

62%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

69%

### School Grades History

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

### School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

### 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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of Pensacola High School is to inspire and prepare all students for post-secondary and career readiness to meet the demands of an ever-changing world.

- Graduation within four years of entering high school
- Post Secondary Readiness
- Career Preparedness

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

The faculty and staff of Pensacola High School recognize our responsibilities to a student body within a wide range of abilities and to a community that has provided resources.

We strive to provide an educational program to meet the present and future needs of students whether they plan to continue formal education in a college or in a vocational program or intend to enter the work force directly after graduation.

We believe the school should provide an atmosphere which recognizes that each individual student has something of value to contribute; which is conducive to good study, work, and attendance habits; which stimulates the learning process; which contributes to the understanding of the democratic process and to an appreciation of our nation's heritage; and which develops a commitment to promote, enrich, and perpetuate the American way of life.

We encourage students to participate in a wide range of school activities, including student government, academic honors, service organizations, athletics, cultural and social events, all designed to enhance all students' experiences.

Our goal is to prepare a well adjusted, worthy citizen able to contribute to home, school, and community.

#### School Environment

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

We begin the process by communicating with our feeder schools to gain knowledge of student needs both academic and social. Once students are enrolled in classes, the school receives demographic and Title 1 data from the district. At the beginning of the school year our PTSA hosts a "Title I Parent Night ". At the meeting, parents are asked to complete a survey. The purpose of the survey is to gain information to help parents support the needs of their child.

In order to guide students to appropriate services, all incoming 9th graders are given a questionnaire regarding their background and interests. We have brought in a guest speaker to assist teachers in making connections with students by addressing cultural differences. We also encourage faculty members to adopt a student in order to build connections.

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

We strive to create an environment where students and teachers feel safe and respected by: setting clear expectations of behavior, having highly qualified staff on site to ensure safety, and providing training for teachers and staff. Every student at PHS signs a form stating that have received the Student Right and Responsibilities Handbook and that they are responsible for the policies outlined. The following day, grade level assemblies are held to discuss rules and expectations that are outlined

in the handbook. The following personnel are on site to ensure safety: two student resource officers, a security guard to patrol areas, two administrative deans, a behavior coach (ESE), a med. tech, and a part time school nurse. All teachers and staff are trained in emergency procedures that are overseen by the school based Incident Response Team. Several staff members are trained in CPR and all teachers participate in annual Safe School's Training.

**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**

The Escambia County School District provides a Discipline Intervention Matrix which establishes procedures so discipline is administered in a fair and consistent basis and also designed to improve behavior with minimal loss of instructional time. Clear behavior expectations are outlined in the Student Rights and Responsibilities handbook. The book explains the policies for discipline, suspension and expulsion, health and safety, attendance, appropriate dress, breaches of conduct, special programs and educational records. Training for school personnel is provided during pre-school and continued throughout the school year.

**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**

Students have access to various on-site counseling services at Pensacola High School. We have a licensed mental health counselor that comes to the school one a week, a part-time counselor that works specifically with students of military personnel and mental health counselors from Baptist Hospital who conduct counseling sessions. We have a peer counseling class that provides services to students. The school district has a Youth Motivator Mentoring Program where community volunteers meet with the same student one day a week during the school day. In the past, students have shown improved attendance, behavior, attitude, self-esteem, effort and achievement.

### 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**

N/A

**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	80	43	27	24	174
One or more suspensions	93	59	35	29	216
Course failure in ELA or Math	42	99	55	36	232
Level 1 on statewide assessment	200	92	53	0	345

***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	115	80	46	20	261

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

Attendance – When a student reaches their 5th day of absence they are referred to a guidance counselor based on their grade level. The counselors must show documentation that they have tried to contact the parent. After the 10th day of absence a Child Study Report is generated and the parent is contacted again. If there is no contact with the parent, a visiting teacher is sent to the home. Since ninth grade students make up the majority of our absences and suspensions our 9th Grade Academy Coach meets with students and also makes home visits.

Suspensions – Trends in individual student behavior will be analyzed to determine an effective intervention or particular course of action necessary to improve behavior. Counseling is used as an intervention and work detail is used in lieu of in-school suspension. Behavior contracts are utilized when counseling sessions aren't working and a student continues to receive suspensions.

Course Failures and students who Score Level 1 on Statewide Assessments – Students are placed in double blocked reading and/or math classes. Tutoring services are provided before and after school. Teachers meet in grade level PLC's to collaborate and break down barriers. We have a district math coach and a school based literacy coach that works with teachers in PLC's and in the classroom.

**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?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/172550>.

**Description**

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

**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**

During the summer months our principal presents a list of needs of support to various community members and agencies. They are invited to participate in school events and welcomed to serve as volunteers. Parent support groups and booster clubs for both sports and academics are encouraged. Our academies have long standing relationships with several community businesses such as Baptist Hospital, The Port of Pensacola and various law firms.

Our principal, Mr. David Williams serves on the “Community Connect for Student Success (CCSS)” task force which was formulated to bridge the gap for academic performance. The task force is comprised of community organization/leaders, parents, educators, law enforcement and religious entities.

**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
Cain, Andrea	Teacher, K-12
Marsh, Alphonse	Assistant Principal
Marsh, Melissa	Instructional Coach
Touchstone, Laura	Assistant Principal
Williams, David	Principal
Aultman, Justin	Teacher, Career/Technical
Beard, Guy	Teacher, K-12
Bobbitt, Jim	Teacher, K-12
Boesel, Tanya	Teacher, K-12
Garcia, Andres	Teacher, K-12
Green, Adrienne	Teacher, K-12
Parnell, Dawn	Teacher, K-12
Powers, Emma	Teacher, K-12
Sutton, Brenda	Teacher, ESE
Teasley, Shanae	Teacher, K-12
Washington, Stephanie	Teacher, K-12
Yonker, Kim	Instructional Media
Mullin, Thelma	Teacher, K-12

### Duties

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

Justin Aultman – PLC Leader for “Making Connections with Students”

Guy Beard – Lead FOCUS Trainer

James Bobbitt – Data Gatherer, Supervises PLC’s for EOC Exams in Geometry and Algebra

Tanya Boesel – PLC Co-Leader for 11th grade English

Andrea Cain – PLC Leader for Fine Arts, School Improvement and Professional Development Documentation

Andres Garcia – PLC Leader for Foreign Languages

Adrienne Green – PLC Leader for Math

Melissa Marsh – Literacy Coach, Professional Development Leader, PTSA Faculty Representative and Title I Coordinator

Alphonse Marsh – Discipline Committee Chair

Sue Mullin – PLC Leader for US History

Leonard Neumann – PLC Leaders for Biology and Teacher Relationships

Dawn Parnell – PLC Co-Leader for Technology

Emma Powers – Leadership Team Secretary and PLC Co-Leader for 11th grade English

Brenda Sutton – New Teacher Mentor Program

Shanae Teasley- PLC Leader for 10th grade English  
Laura Touchstone – Assistant Principal Curriculum and Instruction  
Stephanie Washington – PLC Leader for Ninth Grade Academy and Engaging Athletes  
David M. Williams – Principal  
Kim Yonker – PLC Co- Leader for Technology and Tiger Vision Producer

**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**

Several weeks before the teachers return for the upcoming school year, the school leadership teams meets to address the following:

Analyze student achievement data

Analyze student behavioral data

Assess student, teacher, parent, and community engagement/involvement

Determine how our students are transitioning from middle to high school

Plan extra learning opportunities to help low achieving students

Plan our staff development for the year

During pre-planning week the leadership team provides the faculty with the following: breakdown of student achievement and behavioral data, goals for the upcoming school year, literacy plan training, FCAT STAR and FOCUS training, school based staff development calendar, and plans for the 9th grade academy.

Title I, Part A

Title I funds will be spent on the following: professional services, tutors, computer hardware and software, substitutes, staff development, equipment, supplies and extended media center hours.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are 10 Migrant students at Pensacola High School. We are providing the following services to these students: nutrition, curriculum assistance and medical assistance.

Mr. Cang Pham, migrant counselor, assists students with successful integration into the student body.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs.

These services are overseen by the Title I office. Our school does not serve Title I, Part D students, Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (in-service education).

Title III

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is an ESOL center and we serve 49 children in grades 9-12.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, School supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the district Title I office. At Pensacola High School we have identified 15 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI Funds will be spent on the following: 1/3 salary for a testing coordinator, salary for an attendance

Clerk, supplies and Saturday student Improvement.

#### Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnson Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school sponsored events and through school computer networks.

#### Nutrition Programs

Our school is committed to continue offering nutritional choices in the cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

#### Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

#### Head Start

This program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title I Prekindergarten Office and is not applicable to our school.

#### Adult Education

Services for adult education programs are offered by both school district and community programs. Pensacola State College also provides programs for adults over 16 years of age. A "Second Chance" program is also in place for juvenile offenders.

#### Career and Technical Education

Pensacola High School offers the following career and technical academies: Early Childhood Academy, Academy for Health Professions, Academy of Law and Public Service and International trade and Logistics Academy.

#### Job Training

Pensacola High School offers OJT and DCT opportunities for students. The school district also has a Summer Youth Job Program where students are placed at schools in paid positions to receive job experience.

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

#### **Membership**

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

Name	Stakeholder Group
David M. Williams	Principal
Karen Beulow	Business/Community
Sharon Bourges-Jones	Business/Community
Jada Gable	Student
Jasmine Gray	Student
Joe Grundin	Teacher
Ben Nolan	Business/Community
Ernestine Redmond	Education Support Employee
Tracy Rick	Teacher
Etheldra Sharpe	Parent
Lauren Shumpert	Student
Kwanza Spencer	Education Support Employee
Madison Tipton	Student
Brenda Woolfolk	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 School Improvement Chair presents an "End of the Year Report" to the School Advisory Council. The report addresses goals, data targets and strategies that were/were not met. The group discusses the data and makes recommendations for next year.

*Development of this school improvement plan*

The SAC:reviews all school data that relates to the SIP, provides support for writing and implementing the SIP, and approves the allocation of funds.

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

The SAC is informed of the budget and how the principal would like to utilize it. The entire SAC reviews and discusses the budget and makes recommendations, Both the SAC Chair and the Principal sign the budget.

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

Funds have not been provided to implement the SIP at this time.

**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
Greene, Brenda	Teacher, K-12
Arnold, Peggy	Teacher, ESE
Cunningham, Jane	Teacher, K-12
Paedae, Shauna	Teacher, K-12
Boesel, Tanya	Teacher, K-12
Robbins, Jerry	Teacher, K-12
Marsh, Melissa	Instructional Coach
Touchstone, Laura	Assistant Principal
Yonker, Kim	Instructional Media

## Duties

### ***Describe how the LLT promotes literacy within the school***

The Literacy Leadership team meets one time per month to review school wide reading data (FCAT scores, Writing scores, ACT, and FAIR data) and sets one new initiative per year on which to focus. The team provides guidance and support for the ninth grade research paper and the tenth grade document based question response project. The team also selects words for the school-wide vocabulary initiative. The team also makes recommendations for professional development resources.

The major initiatives for the Literacy Leadership team for the 2013-14 school year is to encourage weekly writing in the content areas, completion of a document based question response in tenth grade social studies classrooms, and selection and promotion of the Tiger Words of the Week. Pensacola High School has a literacy plan that outlines expectations for every classroom to help improve the literacy skills of every student. Weekly writing assignments are an expectation, as is at least one close reading activity per month. Teachers are asked to keep an active word wall in every classroom and the Literacy Leadership team distributes via e-mail a word list for each week, which alternate between Latin and Greek derived words and most frequently seen academic words. The Literacy Coach and a committee of teachers promote making the shifts toward instruction to meet the Common Core ELA standards by providing in-service and classroom walk-through data to measure progress. The Literacy Coach meets with teachers to help plan literacy based lesson plans across the content areas.

## 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**

The start of the day for teachers is 7:40 while the start for students is at 8:20, this allows for 40 minutes of time in the morning as well as a 50 minute planning period for collaboration. The morning time is structured as follows: Monday- faculty meeting, Tuesday and Wednesday - department and professional learning communities, Thursday and Friday – parent meetings. Staff development was provided for ELA teachers during the summer break to plan instruction in grade level teams. ELA teachers also use Google Docs as a collaborative planning tool. During teacher plan days the district subject area specialist will work with their content area teachers in planning effective instruction to engage students in the Florida State Standards.

To build positive relationships with faculty and staff we: enjoy several luncheons thought the year, have pot-luck tailgate parties before games, set aside an hour during teacher plan days for a fun activity such as:organize an off-site Christmas dinner, provide a retirement roast/party at the end of the school year, and set aside an hour during teacher plan days for a fun activity such as: ice cream social and chili contest.

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

Hire NCLB Highly Qualified Teachers - Principal and Assistant Principals  
Assign a START teacher for first year teachers – Director of Staff Development  
Assign veteran teachers to teachers new to the school worksite (mentors/buddy). Follow-up with the mentors and mentees is provided by Brenda Sutton and Laura Touchstone.

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

Veteran teachers are assigned to first year teachers or new teachers new to PHS within the same subject area to provide guidance in school policies and procedures as well as curriculum and discipline assistance. Meetings are scheduled during common planning periods. Department meetings take place the first Tuesday of the month where beginning teachers can receive departmental information. Beginning teachers participate in a Professional Learning Community (PLC) to meet their self determined needs. The PLC meetings take place twice a month. Administrators conduct classroom walk-throughs and our literacy coach provides modeled instructional activities. All first year teachers are assigned a START mentor, by the district.

**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***

The district will not allow for the purchase of materials that are not approved by the state. Monitoring of curriculum is through unit plans and the evaluation system. Every core class has pacing guides aligned to the state 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***

Data is used to place students in the appropriate classes during registration. Once the test scores are released the school can see if a student is in need of intervention or can be placed in a honors level course. Teachers interpret data to determine a student's strengths and weaknesses. Instruction is then tailored to student needs. For example: small group instruction can be utilized for close reading of text with the support of the teacher. To supplement instruction ELA teachers use video clips to enhance background knowledge.

***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: After School Program**

**Minutes added to school year: 2,400**

Geometry and Algebra tutoring is provided by highly qualified teachers and paid for from SAI funds.

Tutoring is available Saturday mornings from 8-12 for five weeks leading to the EOC exam.

**Strategy Rationale**

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Williams, David, dwilliams3@escambia.k12.fl.us

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

Results of EOC exams and FCAT data

**Strategy: Extended School Day**

**Minutes added to school year: 7,200**

Media Center extended afternoon hours are provided Monday thru Thursday. National Honor Society members provide peer tutoring for one hour four days a week. Funding is provided by Title I.

**Strategy Rationale**

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Yonker, Kim, kyonker@escambia.k12.fl.us

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

Media Center sign-in log and EOC exam and FCAT data.

**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**

N/A

**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**

Guidance counselors meet one-on-one with students to determine career interests and help choose courses to support that path. Teachers help the students with academic and career planning as well. Representatives from various colleges and other career groups (military) provide onsite informational career assistance. Students are encouraged to attend several college fairs both on and off site throughout the year. Students also attend Pensacola State College medical career based field trips as well as others. Team members from George Stone Technical Center present options and programs for students who are not college bound.

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

The school offers students elective courses in: Art, Business, Technology, Health Services, Music, Drama, OJT, Student Government, Dual Enrollment, Advanced Placement and International Baccalaureate. Many of these courses focus on job skills and offer student internships. PHS offers the following career/technical programs: Legal Administrative Specialist, Digital Design, Web Design Services, Early Childhood Education, and International Trade and Logistics. Through the Health Academy, students have the opportunity to earn certification in Nursing Assistant, and Allied Health Assisting. Web Design, International Trade and Logistics, and legal students have the opportunity to acquire Microsoft certification. Industry certifications can be earned through the Law Academy, Early Childhood Education and International Trade and Logistics.

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

Learning opportunities within the core academic classes ensure that topics are presented in ways that are motivating and relevant to real-world situations. Vocational and mathematics teachers have attended training to infuse more math rigor into vocational studies. Ninth grade students in academies are taught by English, Science and Career Tech. teachers who meet together to integrate academic and vocational instruction.

***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***

Pensacola High School provides the following strategies to improve student postsecondary readiness:

Students who are predicted to have difficulty with the college entrance placement test in mathematics are placed in a "Math for College Success" class.

Students who are predicted to have difficulty with the college entrance placement test in English are placed in a "College Prep English IV" class.

Students can Utilize Compass Learning for grade recovery and initial credit in various core and elective classes. Students may also take classes from Escambia Virtual Academy.

Students who need to improve standardized test scores for college admission are offered a "Test Prep" class in the spring.

## 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 Student Achievement

**G2.**            Increase Student Engagement

## 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 Student Achievement** 1a

G037361

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	55.0

**Resources Available to Support the Goal** 2

- Supportive Administration
- Literacy Coach
- School Leadership Team
- Professional Development
- Common Planning
- Testing Coordinator
- Full-time College Prep Counselor
- SAI and Title I Funds
- Literacy Leadership Team

**Targeted Barriers to Achieving the Goal** 3

- High Percentage of Incoming 9th Graders That are Level 1 & 2

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

FCAT, EOC , FAIR

**Person Responsible**

Laura Touchstone

**Schedule**

On 5/29/2015

**Evidence of Completion**

Data Reports

**G2. Increase Student Engagement** 1a

G037362

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - African American	64.0

**Resources Available to Support the Goal** 2

- Title 1 and SAI Funds
- Literacy Coach
- Academies and Magnet Programs
- ROTC
- After School Activities
- Staff Development
- 9th Grade Academy
- Freshman Academy Coach

**Targeted Barriers to Achieving the Goal** 3

- Students Lack the Ability to See the Value of a High School Education

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

EOC for Algebra and Geometry

**Person Responsible**

Laura Touchstone

**Schedule**

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

**Evidence of Completion**

Data Reports

## 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 Student Achievement **1**

 G037361

### G1.B5 High Percentage of Incoming 9th Graders That are Level 1 & 2 **2**

 B089730

#### G1.B5.S1 After-school, Summer and Weekend Programs **4**

 S100441

#### Strategy Rationale

To provide tutoring, grade recovery and in-lieu of suspension services for students.

#### Action Step 1 **5**

Students will have opportunities to participate in after-school and summer grade recovery, after-school, summer and weekend tutoring and Saturday Student Improvement

#### Person Responsible

David Williams

#### Schedule

Daily, from 8/17/2014 to 5/29/2015

#### Evidence of Completion

Sign-in logs

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Facilitators of the activities will be expected to provide documentation of student attendance.

**Person Responsible**

Laura Touchstone

**Schedule**

Daily, from 8/17/2014 to 5/29/2015

***Evidence of Completion***

Sign-in logs

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Teacher Log Books for Student Attendance

**Person Responsible**

Laura Touchstone

**Schedule**

Daily, from 8/17/2014 to 5/29/2015

***Evidence of Completion***

Increase in Student Grades and Test Scores

**G1.B5.S2 Florida Standards ( Common Core) Staff Development** 4

S100442

**Strategy Rationale**

To train the faculty in preparation of new assessments.

**Action Step 1** 5

Train the Faculty in the Common Core State Standards

**Person Responsible**

Laura Touchstone

**Schedule**

Biweekly, from 8/10/2014 to 5/29/2015

**Evidence of Completion**

Agendas and Sign-in Sheets

**Plan to Monitor Fidelity of Implementation of G1.B5.S2** 6

PLC Sign-in Sheets

**Person Responsible**

Andrea Cain

**Schedule**

Weekly, from 8/3/2014 to 5/29/2015

**Evidence of Completion**

Sign in Sheets, Agendas, and Classroom Walkthroughs

**Plan to Monitor Effectiveness of Implementation of G1.B5.S2** 7

PLC Agendas and Sign-in Sheets

**Person Responsible**

Andrea Cain

**Schedule**

Weekly, from 8/3/2014 to 5/15/2015

**Evidence of Completion**

Classroom Walkthroughs to Observe Implementation

## G2. Increase Student Engagement 1

G037362

### G2.B6 Students Lack the Ability to See the Value of a High School Education 2

B089738

#### G2.B6.S1 Academic Awareness Assemblies 4

S100443

##### Strategy Rationale

To make students aware of what it means to be considered at-risk, services that are available for assistance and the importance of a high school education.

##### Action Step 1 5

Provide Academic Awareness Assemblies to Students to at risk students.

##### Person Responsible

David Williams

##### Schedule

On 11/21/2014

##### Evidence of Completion

Agendas

##### Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Guest Speaker Forms, Teacher Follow-up Forms

##### Person Responsible

David Williams

##### Schedule

Annually, from 9/5/2014 to 5/29/2015

##### Evidence of Completion

Follow-up Forms

**Plan to Monitor Effectiveness of Implementation of G2.B6.S1** 7

Successful implementation will produce a decrease in absences and an increase in student grades.

**Person Responsible**

Alphonse Marsh

**Schedule**

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

**Evidence of Completion**

Attendance Reports and Student Grades

**G2.B6.S2 Commit to Graduate (Ninth Grade) Academy** 4

 S100445

**Strategy Rationale**

Students need assistance with the transition from middle to high school.

**Action Step 1** 5

Pensacola High School will continue to utilize the Commit to Graduate (Ninth Grade) Academy to assist 9th grade students with transition from middle to high school.

**Person Responsible**

Stephanie Washington

**Schedule**

Daily, from 8/10/2014 to 5/29/2015

**Evidence of Completion**

PLC Meeting Logs, Coaching logs

**Plan to Monitor Fidelity of Implementation of G2.B6.S2** 6

Master Schedule data

**Person Responsible**

Laura Touchstone

**Schedule**

Quarterly, from 8/10/2014 to 5/29/2015

***Evidence of Completion***

Student placement and verification of fish report numbers

**Plan to Monitor Effectiveness of Implementation of G2.B6.S2** 7

Decrease in the number and severity of discipline referrals

**Person Responsible**

Alphonse Marsh

**Schedule**

Daily, from 8/10/2014 to 5/29/2015

***Evidence of Completion***

School Discipline Data

**G2.B6.S4 Full Time College Prep Counselor** 4

S100447

**Strategy Rationale**

Students are more willing to apply to colleges and trade schools if there is an adult available to assist with the planning and paperwork.

**Action Step 1** 5

Hire a full time College Prep Counselor to coordinate visits from colleges and provide college counseling to all students

**Person Responsible**

Laura Touchstone

**Schedule**

On 5/29/2015

**Evidence of Completion**

Student Sign-in logs and Agendas

**Plan to Monitor Fidelity of Implementation of G2.B6.S4** 6

Schedules of student meetings, group sessions, and college contact lists

**Person Responsible**

Laura Touchstone

**Schedule**

Daily, from 8/10/2014 to 5/29/2015

**Evidence of Completion**

Sign in Sheets, announcements of meeting opportunities, guest speakers

**Plan to Monitor Effectiveness of Implementation of G2.B6.S4** 7

College prep counselor evaluations

**Person Responsible**

Laura Touchstone

**Schedule**

Annually, from 8/10/2014 to 5/29/2015

**Evidence of Completion**

Review of artifacts and completion of final appraisal by the teacher and evaluator.

**G2.B6.S5 Increase Parent Involvement** 4

 S100448

**Strategy Rationale**

If parents are involved with their child's education, children will see the importance of an education.

**Action Step 1** 5

Pensacola High School will provide four activities during the 2014-2015 school year that will build the capacity for strong parental involvement.

**Person Responsible**

Melissa Marsh

**Schedule**

Quarterly, from 8/17/2014 to 5/29/2015

**Evidence of Completion**

Sign-in Sheets

**Plan to Monitor Fidelity of Implementation of G2.B6.S5** 6

Agendas for Each Planned Activity

**Person Responsible**

Melissa Marsh

**Schedule**

Quarterly, from 8/10/2014 to 5/29/2015

***Evidence of Completion***

Sign-in Sheets

**Plan to Monitor Effectiveness of Implementation of G2.B6.S5** 7

Students will perform better on FCAT and EOC exams

**Person Responsible**

Laura Touchstone

**Schedule**

Quarterly, from 8/10/2014 to 5/29/2015

***Evidence of Completion***

FCAT and EOC exam scores

**G2.B6.S6** Increase positive relationships between teachers and students 4

 S117024

**Strategy Rationale**

If students feel that teachers really care about them will be more engaged in learning and want to come to school.

**Action Step 1** 5

Staff Development will be provided to assist teachers in establishing positive relationships with students

**Person Responsible**

Laura Touchstone

**Schedule**

Weekly, from 8/10/2014 to 5/29/2015

***Evidence of Completion***

Agendas and Sign-in sheets

**Plan to Monitor Fidelity of Implementation of G2.B6.S6** 6

Agendas and Sign-in sheets from: staff development workshops, PLC and leadership team meetings

**Person Responsible**

Andrea Cain

**Schedule**

Weekly, from 8/10/2014 to 1/30/2015

***Evidence of Completion***

Teacher sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G2.B6.S6 7**

Student Surveys

**Person Responsible**

Laura Touchstone

**Schedule**

Quarterly, from 8/10/2014 to 5/29/2015

**Evidence of Completion**

Student surveys will be given to determine if they are having a positive relationship with their teachers.

**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.B5.S1.A1	Students will have opportunities to participate in after-school and summer grade recovery, after-school, summer and weekend tutoring and Saturday Student Improvement	Williams, David	8/17/2014	Sign-in logs	5/29/2015 daily
G1.B5.S2.A1	Train the Faculty in the Common Core State Standards	Touchstone, Laura	8/10/2014	Agendas and Sign-in Sheets	5/29/2015 biweekly
G2.B6.S1.A1	Provide Academic Awareness Assemblies to Students to at risk students.	Williams, David	9/15/2014	Agendas	11/21/2014 one-time
G2.B6.S2.A1	Pensacola High School will continue to utilize the Commit to Graduate (Ninth Grade) Academy to assist 9th grade students with transition from middle to high school.	Washington, Stephanie	8/10/2014	PLC Meeting Logs, Coaching logs	5/29/2015 daily
G2.B6.S4.A1	Hire a full time College Prep Counselor to coordinate visits from colleges and provide college counseling to all students	Touchstone, Laura	8/17/2014	Student Sign-in logs and Agendas	5/29/2015 one-time
G2.B6.S5.A1	Pensacola High School will provide four activities during the 2014-2015 school year that will build the capacity for strong parental involvement.	Marsh, Melissa	8/17/2014	Sign-in Sheets	5/29/2015 quarterly
G2.B6.S6.A1	Staff Development will be provided to assist teachers in establishing positive relationships with students	Touchstone, Laura	8/10/2014	Agendas and Sign-in sheets	5/29/2015 weekly
G1.MA1	FCAT, EOC , FAIR	Touchstone, Laura	8/17/2014	Data Reports	5/29/2015 one-time
G1.B5.S1.MA1	Teacher Log Books for Student Attendance	Touchstone, Laura	8/17/2014	Increase in Student Grades and Test Scores	5/29/2015 daily
G1.B5.S1.MA1	Facilitators of the activities will be expected to provide documentation of student attendance.	Touchstone, Laura	8/17/2014	Sign-in logs	5/29/2015 daily
G1.B5.S2.MA1	PLC Agendas and Sign-in Sheets	Cain, Andrea	8/3/2014	Classroom Walkthroughs to Observe Implementation	5/15/2015 weekly

**Escambia - 0411 - Pensacola High School - 2014-15 SIP**  
*Pensacola High School*

<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/ End Date</b>
G1.B5.S2.MA1	PLC Sign-in Sheets	Cain, Andrea	8/3/2014	Sign in Sheets, Agendas, and Classroom Walkthroughs	5/29/2015 weekly
G2.MA1	EOC for Algebra and Geometry	Touchstone, Laura	9/5/2014	Data Reports	5/29/2015 quarterly
G2.B6.S1.MA1	Successful implementation will produce a decrease in absences and an increase in student grades.	Marsh, Alphonse	9/5/2014	Attendance Reports and Student Grades	5/29/2015 quarterly
G2.B6.S1.MA1	Guest Speaker Forms, Teacher Follow-up Forms	Williams, David	9/5/2014	Follow-up Forms	5/29/2015 annually
G2.B6.S2.MA1	Decrease in the number and severity of discipline referrals	Marsh, Alphonse	8/10/2014	School Discipline Data	5/29/2015 daily
G2.B6.S2.MA1	Master Schedule data	Touchstone, Laura	8/10/2014	Student placement and verification of fish report numbers	5/29/2015 quarterly
G2.B6.S4.MA1	College prep counselor evaluations	Touchstone, Laura	8/10/2014	Review of artifacts and completion of final appraisal by the teacher and evaluator.	5/29/2015 annually
G2.B6.S4.MA1	Schedules of student meetings, group sessions, and college contact lists	Touchstone, Laura	8/10/2014	Sign in Sheets, announcements of meeting opportunities, guest speakers	5/29/2015 daily
G2.B6.S5.MA1	Students will perform better on FCAT and EOC exams	Touchstone, Laura	8/10/2014	FCAT and EOC exam scores	5/29/2015 quarterly
G2.B6.S5.MA1	Agendas for Each Planned Activity	Marsh, Melissa	8/10/2014	Sign-in Sheets	5/29/2015 quarterly
G2.B6.S6.MA1	Student Surveys	Touchstone, Laura	8/10/2014	Student surveys will be given to determine if they are having a positive relationship with their teachers.	5/29/2015 quarterly
G2.B6.S6.MA1	Agendas and Sign-in sheets from: staff development workshops, PLC and leadership team meetings	Cain, Andrea	8/10/2014	Teacher sign-in sheets	1/30/2015 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. Increase Student Achievement

#### G1.B5 High Percentage of Incoming 9th Graders That are Level 1 & 2

##### G1.B5.S1 After-school, Summer and Weekend Programs

###### PD Opportunity 1

Students will have opportunities to participate in after-school and summer grade recovery, after-school, summer and weekend tutoring and Saturday Student Improvement

###### Facilitator

Laura Touchstone

###### Participants

Teachers

###### Schedule

Daily, from 8/17/2014 to 5/29/2015

#### G1.B5.S2 Florida Standards ( Common Core) Staff Development

###### PD Opportunity 1

Train the Faculty in the Common Core State Standards

###### Facilitator

Laura Touchstone and Lisa Marsh

###### Participants

All Faculty Members

###### Schedule

Biweekly, from 8/10/2014 to 5/29/2015

## G2. Increase Student Engagement

### G2.B6 Students Lack the Ability to See the Value of a High School Education

#### G2.B6.S2 Commit to Graduate (Ninth Grade) Academy

##### PD Opportunity 1

Pensacola High School will continue to utilize the Commit to Graduate (Ninth Grade) Academy to assist 9th grade students with transition from middle to high school.

##### Facilitator

Stephanie Washington

##### Participants

Ninth Grade Teachers

##### Schedule

Daily, from 8/10/2014 to 5/29/2015

#### G2.B6.S6 Increase positive relationships between teachers and students

##### PD Opportunity 1

Staff Development will be provided to assist teachers in establishing positive relationships with students

##### Facilitator

Laura Touchstone

##### Participants

Teachers

##### Schedule

Weekly, from 8/10/2014 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
Grand Total	0