Miami Palmetto Senior High School

2014-15 School Improvement Plan

Miami Palmetto Senior High School

7460 SW 118TH ST, Miami, FL 33156

http://mpsh.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	36%

Alternative/ESE Center	Charter School	Minority
No	No	65%

School Grades History

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

School Board Approval

This plan is pending approval by the Dade 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.

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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	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We demonstrate academic excellence, personal integrity, civic responsibility, and global awareness.

Provide the school's vision statement

"Vis Per Scientiam"
(Strength through Knowledge)

School Environment

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

At the onset of the school year, students are given a survey on extracurricular activities (clubs/ organization) to ascertain what interests them. Based on the results, the activities director develops a plan of action to meet the needs of students. Additionally, Palmetto has a total of 58 clubs and organizations (Service clubs, Interest clubs and Honor Societies) where students and club sponsors continue to build trust, respect, honesty and a team concept. Also, teachers offer tutoring to students before school, after school and upon request, focusing on the needs of the student, which is one successful way the relationship between teachers and students.

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

Palmetto creates an environment where students feel safe and respected throughout the school day through the following:
School Resource Officer-on site
School security-visible and properly dressed to easily identify nearly 2, 700 individuals on campus.
Crisis Intervention Team- on site and ready to address issues beyond school academic counseling.
No Place For Hate (Club)- members work together on projects to enhance appreciation of diversity; this group empowers stakeholders to promote respect for individual and group differences.
Eight Habits of the Heart-trained 10th -12th grade students visit 9th grade classes teaching Palmetto's core values of Honesty, Cooperation, Fairness, Integrity, Kindness, Respect, Responsibility, Citizenship, and Pursuit of Excellence via lectures and interactive activities.
Panther to Panther-mentoring program where upperclassmen mentor freshmen through their 1st year of high school.
Health Information Program (HIP)

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

Miami Palmetto Senior High school (MPSHS) instituted a modified positive behavior support program, called the "Paw"sitive Panther Program (PPP) in 2012-2013. This initiative identified and encouraged positive pro-social and model student behavior (wearing IDs, dressing appropriately, being punctual, being respectful and polite, actively engaging in the learning process, reading, making the honor roll, participating in community service, engaging in acts of kindness, and other positive behaviors). This

program is being expanded on in the 2014-2015 academic year.

Administrators utilize a plethora of counseling and mediation services. These services have been developed and continue to be modified and adjusted in order to provide successful interventions and strategies for students who commit Code of Student Conduct infractions. These strategies focus on providing the student with viable and socially appropriate options and alternatives to fighting, being disrespectful and disruptive, using profanity, and cutting class. The goal of counseling and mediation sessions is to successfully teach the skills necessary to avoid future infractions. Some of the skills that are being taught and modeled center around conflict resolution, problem solving, anger management, time management, decision making, and positive character development. These skills are taught during counseling sessions, parent conferences, teacher conferences, and administrative conferences. The entire cadre of counselors and administrators is involved in this effort. These skills will be reinforced and rewarded through the PPP.

Alternatives to suspension strategies will continue to be formulated along this guiding principle, "Corrective strategies should focus on adding rather than removing instruction." In order to meet this goal, many of the alternatives to suspension will continue to look to add instruction time. This will be accomplished by adding the following corrective strategies coupled with the limited and judicious use of indoor suspension for students who commit Code of Student Conduct offenses:

1. Reflective essays (500, 1,000, and 1,500 word)
2. Early bird detentions
3. Afternoon detentions
4. Evening detentions
5. Saturday school detentions
6. Work details
7. Community service projects

The primary overall goal of corrective strategy plan is to teach appropriate behaviors and help students develop the needed skills to help them successfully navigate situations that typically get teenagers into trouble. This is done by 1. counseling them, having them 2. be reflective, and 3. rewarding them for making the correct decisions. Including the above steps, MPSHS has the following corrective strategies that can be instituted when a student violates the Code of Student Conduct:

1. Verbal warnings
2. Reflective essays
3. Written apologies
4. Mediation
5. Work details
6. Parent conferences
7. Teacher conferences
8. Temporary assignment
9. Behavior contracts
10. Behavior plans
11. Honor council
12. Counseling
13. Exclusion from sporting event
14. Exclusion from after school activity
15. Exclusion from field trip
16. Exclusion from major school event (homecoming, prom, grad bash)
17. Referral to a community suspension program
18. Evening diversion program with our community partner (Richmond Perrine Optimist Club)

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

To ensure the social-emotional needs of all students are being met by providing the following services to all students on-site.
Counseling
School Psychologist
Social Worker
Trust Specialist
Panther to Panther-mentorship program where upperclassmen mentor freshmen through their 1st year of high school.
Mentoring program via SPED dept. where each student has an assigned mentor to assist with goals, academic progress and emotional support.

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
Level 1 score on the statewide, standardized assessments in English Language Arts (ELA) or mathematics.
GPA less than 2.0
Grade 9 students with one of more absence in the first 20 days

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	72	70	119	172	433
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	72	63	70	10	215
Level 1 on statewide assessment	96	79	0	0	175
GPA less than 2.0	118	93	104	25	340
Grade 9 students with one of more absence in the first 30 days	63	0	0	0	63
Failed two or more courses	82	78	82	23	265
Retention	5	5	2	5	17
Absent 18 or more days	72	70	119	172	433

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The following interventions are employed by the school to improve the academic performance of students identified by EWS:

The "At Risk" Team was established to monitor students who are deemed at risk as determined by the following factors: FCAT Proficiency, SAT/ACT proficiency, credits needed to graduate, GPA needed to graduate, attendance and college readiness. The team includes an administrator, counselors, and teachers who are motivated to volunteer their time in ensuring our students cross the finish line. Accessing the power of parental influence and providing data chats are just some of the methods utilized by the team.

Additional interventions at the site are as follow:

Truancy Team comprised of administration, counselors and attendance clerk to address attendance issues.

Counseling-with a focus on academics and behavior

Mentoring-student to student and staff to student to

Personalizing the learning environment and instructional process

Increasing student awareness of postsecondary options

Implementing transition programs, such as partnerships between high schools and feeder middle schools

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

Palmetto builds positive relationships with parents through our strong PTSA. The PTSA keep families and the community informed on all upcoming events through their weekly email blasts and monthly newsletter.

Palmetto keeps parents informed of the school's mission and vision, and their child's progress through the following:

Open House

ConnectEd

Curriculum Fair

Parent Night

College Fair

Booster Clubs

School Web-site

Parent Portal (access to student's grades, attendance and behavior)

Progress Reports

Report Cards

Parent conferences with administration, counselors and teachers

Student Services send parents of seniors with updates on their child's progress or lack there of.

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

The school builds and sustains partnership with the local community is through the following:
Dr. Harley attends monthly meeting with the Pinecrest Education Council, Palmetto Bay Educational Council and the Pinecrest Business Association to update on school-wide events. In addition, school administration, staff, parents and students attend Town Hall Meetings. Community members are also members of Palmetto's SAC working in collaboration with stakeholders to support academic programs and activities.

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
Harley, Allison	Principal
Dobbs, Victoria	Assistant Principal
Tate, Bridgette	Assistant Principal
Hunter, Tierney	Assistant Principal
Menendez, Karina	Assistant Principal

Duties

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

The team meets every Monday to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the
grade and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or
at high risk for not meeting benchmarks. Based on the above information, the team will identify professional
development and resources. The team will also collaborate regularly, problem solve, share best practices,
evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate
the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The MPSH school-based MtSS/RtI Leadership Team will be composed of two components: the administrative team, which will ensure commitment, fidelity, and the allocation of resources and the

department chairpersons who will ensure the common goal of improving instruction for all students through consistent interaction with department members.

Title II

The District uses supplemental funds for improving basic education as follows:

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) students by providing funds to implement and/or provide:

• tutorial programs (K-12)

• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers(K-12)

• reading and supplementary instructional materials(K-12)

• purchase of supplemental hardware and software for the development of language and literacy skills in reading

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust- a community organization.

• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

• Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Nutrition Programs

• Qualified students are provided with free or reduced price lunch meals on a daily basis

• breakfast is provided free to all students on a daily basis

• during enrichment programs such as Saturday tutoring sessions and summer course credit recovery and EOC assessment preparation, breakfast and lunch is provided free to all students on a daily basis.

Adult Education

• Students are provided the opportunity to attend Adult Education courses in order to recover course

credits
• Students are provided the opportunity to attend Adult Education courses as a 7th period course, at the school site, immediately at the conclusion of the school day, in order to recover course credits
• Students are provided the opportunity to attend Adult Education courses during the summer in order to recover course credits and to gain additional support to become proficient in assessments required for graduation
Career and Technical Education
• Students are afforded the opportunity to enroll in, and become program concentrators in, Career and Technical Education courses that will prepare students for post-graduation options in the world of work

School Advisory Council (SAC)

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

Name	Stakeholder Group
Allison Harley	Principal
Pamela Shlachtman	Teacher
Wendi Werther	Teacher
Buffy Heldt	Parent
Kurt Panton	Teacher
Armando Gonzalez	Teacher
Barbara Hawkins	Principal
Trisha Jarrett	Teacher
John Hayduk	Teacher
Andrea Spivak	Teacher
Stephen Leverett	Teacher
Trish Maggio	Teacher
Anna Hochkammer	Parent
Dina Lara	Parent
Dena Spector	Parent
Eric Eisenberg	Parent
Kathy Barber	Parent
Conrad Coke	Parent
Rebecca Landsea	Student
Reyna Segovia	Student
Kaylan Coke	Student
Arianna Ramsundar	Student
Shivani Budrem	Student
Gregory Truitt	Student
Sophia Paredas	Student
Gregory Truitt	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC committee reviewed the 2013-14 SIP plan with administration and SIP writing team to determine the focus and goals for the 2014-15 as it related to the SIP. This year's focus will be on funding faculty and staff professional developments as well incentives for students.

Development of this school improvement plan

The SAC at Miami Palmetto Senior High School is the sole body responsible for final decision making at
the school relating to the implementation of the SIP . The committee assists in the development of the SIP, assists the principal in the development of the budget, and determines the allocations of the SAC budget. The function of the SAC is to bring together all stakeholders and to involve them in decisions that impact the delivery and instruction of programs at the school site.

Preparation of the school's annual budget and plan

The SAC committee met with the principal to discuss the proposed budget for the 2014-15 school year.

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

The SAC allocated the following school improvement funds allocated last year to support the goals of the SIP.
Professional Development registration fees $3,000.00
Student Agenda Books $ 6473.00
Lap Top Charging Cart to support IPREP program $3,184.00
Awards $ 3726.56
Tutoring and Remediation $2,300.00
Turnitin.com $6770.00
Writing Workshops for 10th graders $2000.00

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
Harley, Allison	Principal
Dobbs, Victoria	Assistant Principal
Valois, Patricia	Teacher, K-12
Fair, Janice	Teacher, K-12
Kaplan, Susan	Teacher, K-12
Exposito, Mylene	Teacher, K-12
Sanin, Maria	Teacher, ESE
Shlachtman, Pamela	Teacher, K-12
Spivak, Andrea	Teacher, K-12
Valero, Elizabeth	Other
Werther, Wendi	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will highlight internal intellectual and leadership capacity through in-house professional development and compilation of research-based supplemental instructional materials, resources, and best practices designed to improve instructional delivery and student achievement of rigorous and relevant content as determined through continual data analysis. The team will look within our school and use the talent found at our school to promote professional development. The team will conduct a Master Schedule review to determine that all level 1 and 2 reading students are placed in the appropriate level reading class.

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 following school strategies to encourage positive working relationships between teachers, including collaborative planning and instructions:
School-wide Writing Initiative
Professional Learning Communities (PLC's) arranged by department or courses.
Lesson Study (departmental)
Professional development targeted
Departmental meetings (monthly)
Currently, our PD is designed to support our writing initiative. We are also providing PD in the area of grammar to support the writing as well.
Teachers are working in small groups to discuss writing strategies, errors in student writing and ways to improve writing skills in all content areas.
Several departments are working with the PD liaison to develop a PLC for the teachers.
The lesson study approach to PD has been used successfully in the past. Teachers are currently planning a lesson study to begin during the second semester. Topics can be used in a variety of content areas.
Professional Development is developed by the PD liaison in conjunction with the APC to offer courses based on a faculty survey. This year, much of the PD will focus on writing, however, the Online SPED course is being utilized by many of our teachers.

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

1. (Retain) Mentor Early Career teachers
2. (Retain) Support teachers through Learning Communities and Professional Development
3. (Retain) Provide teachers with opportunities for leadership within the school

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

All new teachers will be placed in the MINT mentoring program. They will be paired with a MINT certified teacher who either works within the same discipline or can assist the new teacher with school wide protocals and support.

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

Palmetto utilizes district resources (Pacing Guides), state adopted textbooks and research based technology programs(Gizmos, Discovery Learning, Reading Plus, Khan, Algebra Nation, FCAT Explorer) to ensure that programs and materials are aligned to Florida's 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

Teachers analyzed and desegregated students' data to identify areas of need in order to create lessons to address students areas of need by developing personalized instruction.Teachers infuse differentiated instruction through rotations in Reading, where there is a teacher directed station, small group, independent station and technology station. Teachers provide enrichment activities for those students who are proficient allowing additional opportunities to enhance academically. Based on data, instruction is modified or supplemented with a variety of instructional materials based on students' learning styles and needs. Teachers also utilize data to identify students whose data indicates a need for additional individualized assistance through pull out and push-in.

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:

N/A

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

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

Students receive individualized course selection and information regarding academies and majors, in addition, our counselors provide-on-one support for students seeking further guidance and information.

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

The school offers elective courses in art, music, technology, vocational education, physical education, foreign language, science, social studies, math, and language arts for all students. Incorporated into the delivery of the curriculum are strategies on relevance for life-long learning. The ninth grade counselor will implement and monitor Tools for Success and 9th grade Language Arts teachers will implement and monitor a character education program entitled "Eight Habits of the Heart".

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

Career and Technical Education courses are infused into the curriculum. Palmetto has 7 academies dedicated to teaching the skills necessary for our students to be successful in the technological fields of today and tomorrow. Each academy incorporates Industry Certification in order to meet college/career readiness initiative and credit options.

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

A review of the High School Feedback Report indicates that 83.5% of our students graduating have completed a college prep curriculum compared to the state's 59.9%. Based on this information the strategies in place should be continued to maintain the current level of student readiness for the public post-secondary level. These strategies include, but are not limited to, the use of focus calendars to achieve mastery on benchmarks assessed on the FCAT; continued offerings of the FCAT Academy to assist retakers in fulfilling the FCAT graduation requirement; an extensive Advanced Placement and Honors curriculum free of gatekeepers to promote contact with college level coursework; continue to promote students participating in the PSAT, SAT and ACT; provide accurate content information with regards to the Bright Futures programs to both students and parents; and continue to offer a wide variety of elective courses to enhance students engagement in real life experiences. Currently MPSHS offers Pre Advanced Placement classes in English and Math and 29 Advanced Placement classes.

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.   To increase student achievement by improving core instruction in all content areas.

G2.   To use the Early Warning Signs (EWS) to identify at-risk students in order to provide interventions, support and strategies to increase achievement

G3.   Palmetto's STEM/CTE goal is a strategic goal to prepare students to be college and career ready through STEM and CTE initiatives and programs.

G4.   To increase support to prepare parents to build strong, continuing family and community involvement in all aspects of school activities and programs in support of measurable improvement in student achievement.

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. To increase student achievement by improving core instruction in all content areas. `1a`

Targets Supported `1b`

🔍 G047384

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Reading - African American	58.0
AMO Reading - Hispanic	74.0
AMO Reading - White	88.0
AMO Reading - ELL	55.0
AMO Reading - SWD	57.0
AMO Reading - ED	60.0
AMO Math - African American	55.0
AMO Math - SWD	51.0
Algebra I EOC Pass Rate	60.0
Geometry EOC Pass Rate	77.0
Bio I EOC Pass	80.0
Math Lowest 25% Gains	69.0
Math Gains	78.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	62.0
FSA - English Language Arts - Proficiency Rate	76.0

Resources Available to Support the Goal `2`

- Professional Learning Support Team (PLST), department chairs, district resources, technology, multiple texts, grading rubrics

Targeted Barriers to Achieving the Goal `3`

- Limited collaboration time to effectively plan instructional strategies across content areas.

Plan to Monitor Progress Toward G1. `8`

Administration will monitor the process and progress of the school-wide initiative for fidelity and sustainability through walkthroughs and attending

Person Responsible
Allison Harley

Schedule
Weekly, from 8/18/2014 to 11/26/2014

Evidence of Completion
Interim Assessments, Summative Assessments

G2. To use the Early Warning Signs (EWS) to identify at-risk students in order to provide interventions, support and strategies to increase achievement 1a

🔍 G049853

Targets Supported 1b

Indicator	Annual Target
Truancy rate	12.0
GPA below 2.0 - H.S.	13.0
One or More Suspensions	8.0

Resources Available to Support the Goal 2

- Course History Student Code of Conduct Truancy Reports Progress Reports Report Cards

Targeted Barriers to Achieving the Goal 3

- Behavior management strategies have not been utilized consistently in order to decrease referrals and suspensions.

- Students that have excessive unexcused absences.

- Students that have a GPA less than 2.0

Plan to Monitor Progress Toward G2. 8

Review At Risk Graduation Rate. Administration will discuss Progress Plans to determine if they should be continued base on success for students.

Person Responsible

Allison Harley

Schedule

Quarterly, from 8/21/2014 to 6/1/2015

Evidence of Completion

Course History, Promotion Report Cards, Progress Reports, FCAT 2.0

G3. Palmetto's STEM/CTE goal is a strategic goal to prepare students to be college and career ready through STEM and CTE initiatives and programs. 1a

G049957

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Web based certification programs for Photo Shop Web based certification programs for Dream Weaver District Resources AP Coordinator College Board

Targeted Barriers to Achieving the Goal 3

- Student commitment to program course of study which leads to failure to complete industry certification.

- In order for students to be successful in accelerated STEM courses, students need to be exposed to rigorous curriculum and enrichment opportunities throughout the curriculum.

Plan to Monitor Progress Toward G3. 8

Review data to make sure that stated strategies were successful and determine if they should be continued based on success of students.

Person Responsible

Allison Harley

Schedule

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

Evidence of Completion

2014 Industry Certification Test results

G4. To increase support to prepare parents to build strong, continuing family and community involvement in all aspects of school activities and programs in support of measurable improvement in student achievement. 1a

Targets Supported 1b

🔍 G049884

Indicator	Annual Target

Resources Available to Support the Goal 2

- Student Services Instructional Staff ConnectEd phone delivery services Curriculum requirements documents(State graduation requirements) PowerPoint Financial Aid Information

Targeted Barriers to Achieving the Goal 3

- Limited support and activities to prepare parents to assist students academically

Plan to Monitor Progress Toward G4. 8

Calendar of events of parent activities

Person Responsible

Allison Harley

Schedule

Quarterly, from 9/5/2014 to 5/22/2015

Evidence of Completion

Student services calendars, results of ConnectEd phone delivery services.

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. To increase student achievement by improving core instruction in all content areas. `1`

🔑 G047384

G1.B1 Limited collaboration time to effectively plan instructional strategies across content areas. `2`

🔑 B117987

G1.B1.S1 Increase collaboration sessions in all content areas. `4`

🔑 S129783

Strategy Rationale

Conduct/ utilize collaboration sessions to provide professional development, targeted planning, and vertical/horizontal instructional alignment.

Action Step 1 `5`

Provide professional development through collaborative sessions on writing strategies and" Paw"-sitive writing tips to enhance instruction in all content areas.

Person Responsible

Patricia Valois

Schedule

On 8/14/2014

Evidence of Completion

Sign-in log, exit slip

Action Step 2 5

Teachers will discuss successes, barriers, strategies to improve students' writing and next steps during collaborative sessions.

Person Responsible

Andrea Spivak

Schedule

Weekly, from 9/18/2014 to 10/23/2014

Evidence of Completion

Students' work, teachers' reflective response, collaborative conversations

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

Administration will attend collaboration sessions and review lesson plans to ensure implementation of writing initiative.

Person Responsible

Bridgette Tate

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Classroom walkthrough calendars, sign-in sheets, teacher lesson plans, agenda

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

Attend collaborative session meetings

Person Responsible

Bridgette Tate

Schedule

Monthly, from 9/17/2014 to 5/22/2015

Evidence of Completion

Students' Work Teachers' Reflective Response

G2. To use the Early Warning Signs (EWS) to identify at-risk students in order to provide interventions, support and strategies to increase achievement 1

🔑 G049853

G2.B1 Behavior management strategies have not been utilized consistently in order to decrease referrals and suspensions. 2

🔑 B125183

G2.B1.S1 The administrative team will also utilize the Student Code of Conduct by providing incentives for compliance 4

🔑 S137864

Strategy Rationale

Decrease behavioral issues thus decreasing referrals and suspensions.

Action Step 1 5

Administration and Student Services will identify students who are at risk of developing patterns of non compliance with the Student Code of Conduct.

Person Responsible

Tierney Hunter

Schedule

Weekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Suspension Reports

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

Administration will review suspension data and referrals to determine if students are complying with Student Code of Conduct. Administration will utilizing behavioral strategies and the resources that have been.to address behavioral issues.

Person Responsible

Tierney Hunter

Schedule

Biweekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Suspension Reports

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

Administration will assure that students are making progress utilizing the strategies and resources that have been provided for them.

Person Responsible

Tierney Hunter

Schedule

Monthly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Suspension Report, Referrals

G2.B2 Students that have excessive unexcused absences. 2

🔍 B125184

G2.B2.S1 Administration and Student Services will identify students who may be developing a pattern of non-attendance. These students will then be referred to the Truancy Team. 4

🔍 S137085

Strategy Rationale

Decrease percent of students with excessive absences.

Action Step 1 5

Will identify students who are at risk of developing patterns of non attendance. Celebrate students with perfect attendance each quarter.

Person Responsible

Bridgette Tate

Schedule

Weekly, from 8/22/2014 to 6/1/2015

Evidence of Completion

Attendance Reports

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Will review if students are complying with attendance policy and utilizing the resources that have been provided by administrator overseeing attendance.

Person Responsible

Bridgette Tate

Schedule

Weekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Truancy Reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Assure that students are making progress utilizing the strategies and resources that have been provided for them.

Person Responsible

Allison Harley

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Attendance Reports

G2.B3 Students that have a GPA less than 2.0 2

B125187

G2.B3.S1 Student Services will identify those students with a GPA less than 2.0 4

S137866

Strategy Rationale

Decrease percent of students with a GPA less than 2.0
Get students back on track with graduating cohort

Action Step 1 5

Student Services will identify students whose GPA is less than 2.0 in order to facilitate credit recovery options via a progress plan to remediate and graduate with their cohort.

Person Responsible

Victoria Dobbs

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Course History , Progress Plan

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administration will meet with Student Service to follow-up on students academic progress and whether they are following the plan.

Person Responsible

Victoria Dobbs

Schedule

Monthly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Signed Progress Plan Student Service Logs Appointments with parents/students

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Administration will review the At Risk Graduation Rate and follow-up with Student Services for an update on students progress based on their Progress Plan.

Person Responsible

Allison Harley

Schedule

Quarterly, from 9/3/2014 to 5/26/2015

Evidence of Completion

Course History

G3. Palmetto's STEM/CTE goal is a strategic goal to prepare students to be college and career ready through STEM and CTE initiatives and programs. `1`

🔍 G049957

G3.B1 Student commitment to program course of study which leads to failure to complete industry certification. `2`

🔍 B125140

G3.B1.S1 CTE faculty members meet on a regular basis (either in- person or using technology) to review career trends, data, review strengths, challenges and opportunities: and correlate industry trends with career academies to maximize student success. `4`

🔍 S137070

Strategy Rationale

Completion of Industry Certification

Action Step 1 `5`

Will keep up with career trends, current data, challenges and opportunities that correlate with industry trends.

Person Responsible

Mylene Exposito

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Unit tests Practice Certification Tests

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

Review that teachers and students are complying with stated strategies and utilizing the resources that have been provided for them.

Person Responsible

Tierney Hunter

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Unit Tests Industry Certification data

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

Administration will meet with teachers to assure that students are making progress utilizing resources that have been provided for them leading to Industry Certification.

Person Responsible

Tierney Hunter

Schedule

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

Evidence of Completion

Unit Tests Industry Certification Testing

G3.B2 In order for students to be successful in accelerated STEM courses, students need to be exposed to rigorous curriculum and enrichment opportunities throughout the curriculum. 2

🔑 B125261

G3.B2.S1 A wide variety of AP science and math courses will be offered. •Multiple enrichment opportunities, such as those described above, will be offered to students. •Data from classroom and interim assessments will be monitored and analyzed to review student progress and to monitor fidelity. •Instructors will conduct data chats with students to review their progress and to monitor participation cross curriculum projects. •Teachers will attend AP workshops in their content areas. 4

🔑 S137161

Strategy Rationale

Increase Rigor

Action Step 1 5

Will provide multiple enrichment opportunities to students. Instructors will conduct data chats with students to review their progress and to monitor participation.

Person Responsible

Pamela Shlachtman

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Mini Assessments Quarterly Exams

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Review that teachers and students are complying with stated strategies and utilizing the resources that have been provided for them.

Person Responsible

Susan Kaplan

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Mini Assessments Quarterly Exams

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Assure that students are making progress utilizing the strategies and resources that have been provided for them.

Person Responsible

Victoria Dobbs

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Mini Assessments Quarterly Exams

G4. To increase support to prepare parents to build strong, continuing family and community involvement in all aspects of school activities and programs in support of measurable improvement in student achievement. `1`

🔍 G049884

G4.B1 Limited support and activities to prepare parents to assist students academically `2`

🔍 B125264

G4.B1.S1 How does the school help parents help students... Student Services will conduct/hosts grade level Parent Night meetings to advise parents of requirements for promotions. Student Services will share academic strategies with parents to improve student achievement. `4`

🔍 S137163

Strategy Rationale

Equip parents with information on academic requirements and academic strategies to improve student achievement.

Action Step 1 `5`

Student Services will reach out and invite parents to join and participate in grade level Parent Night.

Person Responsible

Victoria Dobbs

Schedule

Quarterly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Sign-in logs, agenda, PowerPoint

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

Administration will attend Parent Night meetings

Person Responsible

Elizabeth Valero

Schedule

Semiannually, from 8/26/2014 to 5/29/2015

Evidence of Completion

Agenda, parent sign in logs, PowerPoint handout

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

Administration will attend and follow-up with Student Services.

Person Responsible

Bridgette Tate

Schedule

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

Evidence of Completion

Parent sign in logs, student services calendars

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	Provide professional development through collaborative sessions on writing strategies and" Paw"-sitive writing tips to enhance instruction in all content areas.	Valois, Patricia	8/14/2014	Sign-in log, exit slip	8/14/2014 one-time
G3.B1.S1.A1	Will keep up with career trends, current data, challenges and opportunities that correlate with industry trends.	Exposito, Mylene	8/25/2014	Unit tests Practice Certification Tests	5/29/2015 weekly
G2.B2.S1.A1	Will identify students who are at risk of developing patterns of non attendance. Celebrate students with perfect attendance each quarter.	Tate, Bridgette	8/22/2014	Attendance Reports	6/1/2015 weekly
G3.B2.S1.A1	Will provide multiple enrichment opportunities to students. Instructors will conduct data chats with students to review their progress and to monitor participation.	Shlachtman, Pamela	8/25/2014	Mini Assessments Quarterly Exams	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
G4.B1.S1.A1	Student Services will reach out and invite parents to join and participate in grade level Parent Night.	Dobbs, Victoria	8/25/2014	Sign-in logs, agenda, PowerPoint	5/22/2015 quarterly
G2.B1.S1.A1	Administration and Student Services will identify students who are at risk of developing patterns of non compliance with the Student Code of Conduct.	Hunter, Tierney	8/25/2014	Suspension Reports	5/22/2015 weekly
G2.B3.S1.A1	Student Services will identify students whose GPA is less than 2.0 in order to facilitate credit recovery options via a progress plan to remediate and graduate with their cohort.	Dobbs, Victoria	8/25/2014	Course History , Progress Plan	5/29/2015 monthly
G1.B1.S1.A2	Teachers will discuss successes, barriers, strategies to improve students' writing and next steps during collaborative sessions.	Spivak, Andrea	9/18/2014	Students' work, teachers' reflective response, collaborative conversations	10/23/2014 weekly
G1.MA1	Administration will monitor the process and progress of the school-wide initiative for fidelity and sustainability through walkthroughs and attending	Harley, Allison	8/18/2014	Interim Assessments, Summative Assessments	11/26/2014 weekly
G1.B1.S1.MA1	Attend collaborative session meetings	Tate, Bridgette	9/17/2014	Students' Work Teachers' Reflective Response	5/22/2015 monthly
G1.B1.S1.MA1	Administration will attend collaboration sessions and review lesson plans to ensure implementation of writing initiative.	Tate, Bridgette	8/18/2014	Classroom walkthrough calendars, sign-in sheets, teacher lesson plans, agenda	5/22/2015 weekly
G2.MA1	Review At Risk Graduation Rate. Administration will discuss Progress Plans to determine if they should be continued base on success for students.	Harley, Allison	8/21/2014	Course History, Promotion Report Cards, Progress Reports, FCAT 2.0	6/1/2015 quarterly
G2.B2.S1.MA1	Assure that students are making progress utilizing the strategies and resources that have been provided for them.	Harley, Allison	8/18/2014	Attendance Reports	5/22/2015 monthly
G2.B2.S1.MA1	Will review if students are complying with attendance policy and utilizing the resources that have been provided by administrator overseeing attendance.	Tate, Bridgette	8/25/2014	Truancy Reports	5/22/2015 weekly
G2.B1.S1.MA1	Administration will assure that students are making progress utilizing the strategies and resources that have been provided for them.	Hunter, Tierney	8/25/2014	Suspension Report, Referrals	6/1/2015 monthly
G2.B1.S1.MA1	Administration will review suspension data and referrals to determine if students are complying with Student Code of Conduct. Administration will utilizing behavioral strategies and the resources that have been.to address behavioral issues.	Hunter, Tierney	8/25/2014	Suspension Reports	6/1/2015 biweekly
G2.B3.S1.MA1	Administration will review the At Risk Graduation Rate and follow-up with Student Services for an update on students progress based on their Progress Plan.	Harley, Allison	9/3/2014	Course History	5/26/2015 quarterly
G2.B3.S1.MA1	Administration will meet with Student Service to follow-up on students academic progress and whether they are following the plan.	Dobbs, Victoria	8/25/2014	Signed Progress Plan Student Service Logs Appointments with parents/ students	6/1/2015 monthly
G3.MA1	Review data to make sure that stated strategies were successful and	Harley, Allison	8/29/2014	2014 Industry Certification Test results	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	determine if they should be continued based on success of students.				
G3.B1.S1.MA1	Administration will meet with teachers to assure that students are making progress utilizing resources that have been provided for them leading to Industry Certification.	Hunter, Tierney	8/29/2014	Unit Tests Industry Certification Testing	5/29/2015 monthly
G3.B1.S1.MA1	Review that teachers and students are complying with stated strategies and utilizing the resources that have been provided for them.	Hunter, Tierney	8/25/2014	Unit Tests Industry Certification data	5/29/2015 biweekly
G3.B2.S1.MA1	Assure that students are making progress utilizing the strategies and resources that have been provided for them.	Dobbs, Victoria	8/25/2014	Mini Assessments Quarterly Exams	5/29/2015 monthly
G3.B2.S1.MA1	Review that teachers and students are complying with stated strategies and utilizing the resources that have been provided for them.	Kaplan, Susan	8/25/2014	Mini Assessments Quarterly Exams	5/29/2015 biweekly
G4.MA1	Calendar of events of parent activities	Harley, Allison	9/5/2014	Student services calendars, results of ConnectEd phone delivery services.	5/22/2015 quarterly
G4.B1.S1.MA1	Administration will attend and follow-up with Student Services.	Tate, Bridgette	8/29/2014	Parent sign in logs, student services calendars	5/22/2015 quarterly
G4.B1.S1.MA1	Administration will attend Parent Night meetings	Valero, Elizabeth	8/26/2014	Agenda, parent sign in logs, PowerPoint handout	5/29/2015 semiannually

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.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited collaboration time to effectively plan instructional strategies across content areas.

G1.B1.S1 Increase collaboration sessions in all content areas.

PD Opportunity 1

Provide professional development through collaborative sessions on writing strategies and" Paw"-sitive writing tips to enhance instruction in all content areas.

Facilitator

Patricia Valois

Participants

Instructional staff

Schedule

On 8/14/2014

PD Opportunity 2

Teachers will discuss successes, barriers, strategies to improve students' writing and next steps during collaborative sessions.

Facilitator

Patty Valois

Participants

Instructional Staff

Schedule

Weekly, from 9/18/2014 to 10/23/2014

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: To increase student achievement by improving core instruction in all content areas.	1,000
Goal 2: To use the Early Warning Signs (EWS) to identify at-risk students in order to provide interventions, support and strategies to increase achievement	1,000
Grand Total	**2,000**

Goal 1: To increase student achievement by improving core instruction in all content areas.		
Description	**Source**	**Total**
B1.S1.A1 - EESAC	Other	1,000
Total Goal 1		**1,000**

Goal 2: To use the Early Warning Signs (EWS) to identify at-risk students in order to provide interventions, support and strategies to increase achievement		
Description	**Source**	**Total**
B2.S1.A1 - Incentives for perfect attendance	Other	1,000
Total Goal 2		**1,000**