

School Improvement Plan

2015-2016

Palm Harbor University High

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Superintendent



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2015-2016

School Improvement Plan

PART I CURRENT SCHOOL STATUS

Section A School Information

School Name Palm Harbor University High	Principal's First Name Christen	Principal's Last Name Gonzalez
School Advisory Council Chair's First Name Brad	School Advisory Council Chair's Last Name Kugler	

SCHOOL VISION - What is your school's vision statement?

The vision of Palm Harbor University High School is to provide a learning environment that results in a graduation rate of 100% each year.

SCHOOL MISSION - What is your school's mission statement?

The mission of Palm Harbor University High School is to educate all students by using effective systems that promote lifelong learning.

SCHOOL ENVIRONMENT

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

PHUHS has an active multi-cultural club that hosts various events throughout the school year. The events help bring awareness to other cultures on our campus. The club also helps foster relationships between students and teachers. PHUHS also offers a summer bridge program that allows the students to get a jump start on high school. This program also helps facilitate relationships with the teachers and peers. PHUHS also has peer connectors that lead an all day new student orientation that focuses on team building and relationships. PHUHS has 50+ clubs on campus that allow students and teachers to build relationships focused around a common interest.

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

The school has a school wide discipline plan that is posted and know by all students. PHUHS has an active PBS program (Storm Chasers) in place that supports good student behavior. The teachers also build respect and diversity into their lessons. Students and Parents are made aware of the process to report bullying or harassment.

Describe the school wide 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.

PHUHS has a school wide discipline plan that is posted around the school. Behavior expectations are posted around the school for adults and students to view. The faculty and staff are involved in the development of the school wide behavior plan thus building their buy in to the process. Each teacher develops a classroom discipline plan that aligns with the school wide plan that supports highest student achievement and safe learning environment.

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.

PHUHS has a school psychologist, and social worker who are on campus two days a week. There are also 5 guidance counselors that are available to assist students social-emotional needs. PHUHS has an active mentor program that meets the needs of over 100 students.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Christen	Gonzalez	Administration
Sharon	Berry	Administration
Matthew	Pinder	Teacher
Brad	Kugler	Parent
Johanna	Mosley	Parent
Roxanna	Levin	Parent
JD	Cattle	Parent
Michelle	Hollander	Parent
Jacqui	Al Nasser	Parent
Bob	Bentz	Community

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

Rigorous goals were set to challenge the faculty, staff, and students. The SIP supported the school and student needs.

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

Various classroom supplies and professional development were funded to support highest student achievement.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

The School Advisory Council supports the development of the SIP through providing input and oversight to the documents. SAC review the previous year plan and give input to the changes and updates for the next year.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

SAC will meet once a month to discuss concerns and issues regarding student achievement and the systems in place to support the student body on the path to graduation. They will develop a budget to support the goals of the SIP.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Professional development	\$5000
Literacy Enrichment materials	\$3000
Algebra Enrichment materials	\$3000

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL			
First Name Christen	Last Name Gonzalez	Email Address gonzalezchr@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Science"/>	Field of Study Education	# of Years as an Administrator 13	# of Years at Current School 10
Certifications (if applicable) Principal			

ASSISTANT PRINCIPAL #1			
First Name Kimberly	Last Name Barker	Email Address barkerki@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Science"/>	Field of Study Education	# of Years as an Administrator 4	# of Years at Current School 10
Certifications (if applicable) Educational Leadership & ESE			

ASSISTANT PRINCIPAL #2			
First Name Larry	Last Name Lopez	Email Address lopezl@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Science"/>	Field of Study Education	# of Years as an Administrator 16	# of Years at Current School 9
Certifications (if applicable) Educational Leadership			

ASSISTANT PRINCIPAL #3

First Name Peggy	Last Name Dupee	Email Address dueep@pcsb.org	
Highest Academic Degree Master of Science	Field of Study Education	# of Years as an Administrator 2	# of Years at Current School 2
Certifications (if applicable) Educational leadership, Elem. Education, English 6-12, ESOL, Reading k-12, & VE K-12			

ASSISTANT PRINCIPAL #4

First Name Sharon	Last Name Berry	Email Address berrysh@pcsb.org	
Highest Academic Degree Master of Science	Field of Study Education	# of Years as an Administrator 2	# of Years at Current School 2
Certifications (if applicable) Educational Leadership, Math 5-9, Business & Industrial Education			

PART I**CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

of instructional employees: 114

% receiving effective rating or higher: _____

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____

% certified infield, pursuant to Section 1012.2315(2), F.S.: _____

% ESOL endorsed: 10.5

% reading endorsed: 7

% with advanced degrees: 36.8

% National Board Certified: 14.9

% first-year teachers: 3.5

% with 1-5 years of experience: 19.3

% with 6-14 years of experience: 35.1

% with 15 or more years of experience: 42.1

PARAPROFESSIONALS

of paraprofessionals: 2

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

PHUHS recruits and retains highly qualified teachers.
The principal is ultimately responsible for recruitment and retention of highly qualified teachers. The strategies include:
Only teachers who hold the appropriate certification are hired.

All new teachers are assigned a mentor to assist them during their first year.

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

The Principal leads by example by displaying positive working relationships between all stakeholders. She creates an environment and culture that fosters respect and enthusiasm for learning. The Principal also creates multiple opportunities for teachers to plan and work collaboratively.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons

PART I **CURRENT SCHOOL STATUS**

Section E **Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (Rti)**

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The school employs various vehicles to deploy the data based problems solving process. The SBLT meets bi-weekly to review student data. The team reviews attendance, discipline, and academic data. The team develops various interventions to assist and support the student. The teachers meet monthly in grade level house meetings to discuss student data. The teachers also identify students who they feel might not be identified through the data collection process but display early warning signs. The information generated from the grade level house meetings is given to the administrator in charge of SBLT. Research is conducted on the students that were identified and then brought to the next SBLT meeting. The school employs several teams to monitor the SIP, implement MTSS systems and promote student achievement.

The SBLT has implemented various support structures to assist students. Check and connect is utilized school wide to support students. PHUHS has over 40 teachers who participate in the Check and connect process to monitor and support the students. The school psychologist and social worker are members of the SBLT and they also conduct individual and small group sessions with students to provide various supports for the student and also build a relationships with the students. The school psychologist and social worker also support the teachers and support staff by educating them on various support techniques to assist various students. School based funding is utilized to support the PBS system. Storm Chasers was implemented and recognizes six student weekly and one teacher. All students who nominated in the first semester are treated to an ice cream party at the end of the semester. There is also a large prize given away to one winner from all nominations. The community also supports Storm Chasers via Chick Fil A coupons for the weekly winners.

SBLT: monitors core instruction and teacher support systems
 Administrative Team: resource allocation, coordination of all teams
 Leading the Learning Cadre: teacher support systems
 Literacy Leadership Team: teacher support systems
 AVID Site Team: teacher support systems, small and individual student needs
 Child Study Team: small and individual student needs

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member
Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
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MTSS Team Member First Name	MTSS Team Member Last Name	Position
Christen	Gonzalez	Principal
Peggy	Dupee	Assistant Principal
Maureen	Montgomery	School Psychologist
Tom	Fisher	School Social Worker
Lyann	Santana	Behavior Specialist
Tim	Papp	Guidance Counselor
Amanda	Keating	Guidance Counselor
Jeannine	Miller	Guidance Counselor
Amber	Shepherd-Thompson	Guidance Counselor
Patti	Hewitt	Guidance Counselor
Julie	Kemble	TSA

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Data is gathered prior to each meeting and reviewed. The team determines the best course of action to address the issue. Each SIP goal is monitored by a goal manager. Each initiative has a progress monitoring tool that accompanies the goal.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Portal, Data Warehouse, FSA, EOC, Reading Counts, alternative assessments & teacher input

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Staff are educated regularly on the process at faculty meetings and PLC's

PART I **CURRENT SCHOOL STATUS**

Section F **Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Pacing guides that are aligned to the Florida Standards are produced by the Pinellas County School Board subject area supervisors. The teachers plan and build their lessons around the pacing guides and Florida Standards. PHUHS teachers attend professional development provided by the PCS that is aimed at the shifts instruction needed for the Florida Standards. The language arts teachers have also attended Core Connections training that assists and supports the teachers through the transition to Florida Standards. Administrators conduct routine walk throughs to ensure teachers are on the correct pace and subject material.

DIFFERENTIATED INSTRUCTION - Describe how your 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.

The PHUHS teachers have received professional development about differentiated instruction during mini-faculty meetings. The teachers are also receiving professional development in the Florida Standards by their subject area supervisors. This professional development assists the teachers in better understanding the standards and selecting materials that support the class and individual students progress to achieving the standards.

The teachers have access to student data through the student information system. This data is used to provide additional support in the classroom. Instruction is supplemented through after school tutoring and evening tutoring that is offered to all students. Students are also placed in appropriate support classes to ensure they meet proficiency on state assessments.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Evening tutoring - twice a week for two hours each night teachers from various curriculumes provide support for students that a need assistance with homework, classwork, or supplement the classroom instruction .

Minutes added to the school year: 7,680

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of the evening tutoring is to provide students who would normally not be able to stay after school due to transportation an opportunity to come back in the evening when their parents are home to transport them to receive support.

Provide a description of the strategy below.

Teachers from various curriculumes provide tutoring and support to students in the evening.

How is data collected and analyzed to determine the effectiveness of this strategy?

Attendance data is kept on the students who attend the tutoring and the student grades are monitored.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration

INSTRUCTIONAL STRATEGY #2

Strategy Type

Professional Learning Communities

Minutes added to the school year: 540

What is/are the strategy's purpose(s) and rationale(s)?

Teachers meet within subject area and then break into like subjects to discuss best practices and review data.

Provide a description of the strategy below.

Each month a different literacy strategy is shared with the different subject area departments. The various disciplines discuss how they can incorporate the strategy into their classroom and lesson plans.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration

INSTRUCTIONAL STRATEGY #3

Strategy Type

Check and Connect with students that are at risk

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of the strategy is to check in on students who present signs of being or becoming at-risk.

Provide a description of the strategy below.

At risk students are assigned an adult at the school that will check in with them weekly and provide support or assistance as needed.

How is data collected and analyzed to determine the effectiveness of this strategy?

Discipline, attendance, and academic data are analyzed to determine the effectiveness

Who is/are the person(s) responsible for monitoring implementation of this strategy?

administration, and teachers

INSTRUCTIONAL STRATEGY #4

Strategy Type

The PHUHS administrative team are mentoring the African American students. The administrators meet with the students bi weekly to ensure their academic and social needs are being met.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of this strategy is to ensure all African American students academic and social needs are being met by the school.

Provide a description of the strategy below.

There are 44 African American students that attend PHUHS. The administration mentors and provides academic and social support as needed.

How is data collected and analyzed to determine the effectiveness of this strategy?

Administrators keep anecdotal notes of mentoring sessions.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Summer bridge programs were implemented for math and reading for incoming 9th grade students provide support over the summer. The IB program provided a summer bridge program for all incoming 9th grade students to prepare them for the upcoming school year. The medical magnet program met in small groups with every incoming student and family to review the program and requirements. During the school year academic, personal, and emotional support is provided to all students. Credit recovery opportunities are provided for students during the school day and in the evening. Dual enrollment, honors, and advanced placement courses are provided for enrichment for students.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

Guidance counselors meet with students in individual, small group, and large group settings to provide service for academic and social needs. Academic advisement leading into career choice awareness, exploration and planning occurs each year. Students meet with guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as student's progress through high school. Students have the ability to take a transitions course into and out of high school where transition skills are developed and career planning takes place. The Pinellas Education Foundation installed a College and Career lab for students to partake in the Future Plans program. This program will help guide and educate them on future careers and pathways to achieve their goals.

Describe how the school integrates vocational and technical education programs.

Applied and integrated courses are found extensively in our schools' Center of Excellence program. Within the Center of Excellence, students are required to take multiple integrated courses each year. The Business department has developed a curriculum map to provide students various opportunities to earn industry certifications while completing their high school course work.

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), F.S.

Students are administered the PERT test in their 10th, 11th, and 12th grade years to determine their post secondary readiness. Based on the scores students are placed in appropriate college readiness courses.

PART I**CURRENT SCHOOL STATUS****Section G****Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member

Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Christen	Gonzalez	Principal	gonzalezchr@pcsb.org
Sharon	Berry	Assistant Principal	berrysh@pcsb.org
Andrea	Weaver	Teacher	weavera@pcsb.org
Darlene	Smith	Reading Staff Developer	smithda@pcsb.org
Lisa	Bitting	Teacher	Bittingl@pcsb.org
Malla	Kolhoff	Teacher	kolhoffm@pcsb.org
Renee	Hodgkinson	Teacher	hodgkinsonr@pcsb.org
Julie	Kemble	Teacher	kemblej@pcsb.org
Amy	Titus	Media Specialist	titusA@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
 - o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
 - o Providing scaffolding that does not preempt or replace text reading by students
 - o Developing and asking text dependent questions from a range of question types
 - o Emphasizing students supporting their answers based upon evidence from the text
 - o Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Florida Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Implementing the new Florida Standards with fidelity , FAIR testing and cross-curricular teaming.

- Increasing Instructional Rigor
- Assisting students in guiding and tracking their progress
- Implementing college and career ready initiatives for all students

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section A****Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**Area 1: English Language Arts (Reading)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
157		28

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
279		50

FLORIDA ALTERNATE ASSESSMENT (FAA)**Area 1: English Language Arts (Reading)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
4		75

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1		25

LEARNING GAINS**Area 1: English Language Arts (Reading)**

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
328		75

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		70

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)**Area 1: English Language Arts (Reading)**

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs)**Area 1: English Language Arts (Reading)**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	74		
Black/African American	53.8		
Hispanic	73.8		
Asian	89.2		
American Indian			
English Language Learners (ELLs)	14.3		
Students with Disabilities (SWDs)	11.8		
Economically Disadvantaged	62.8		

POSTSECONDARY READINESS

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	87	90

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

Area 1: English Language Arts (Reading)

What is your school's reading goal? Provide a description of the goal below.

Increase the percentage of students scoring 3 or higher on the FSA ELA by 10%. Decrease the number of students scoring 1 or 2 by 10% on the FSELA.

Provide possible data sources to measure your reading goal.

FSELA, lexile, reading counts

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Ensure all reading teachers receive appropriate professional development. Ensure appropriate placement into reading courses for all students	LA department chair along with APC will ensure reading teachers attend appropriate professional development. Principal and APC will place all students in appropriate reading intervention courses
Action 2	Plan to Implement Action 2

Student lead conferences with parent and teacher Provide enrichment opportunities for all students in reading	Students will conduct student lead conferences with their parents and teacher to explain their date and the areas they can improve. The parents and student will also be provided resources they utilize at home to support reading comprehension and development. Start ELP at the beginning of the school year
Action 3	Plan to Implement Action 3
Ensure appropriate placement in college readiness courses for seniors Implement Data Chats with Principal and Teachers.	Principal and APC will place seniors who are not college ready in appropriate courses. Ensure students take the PERT again to obtain college readiness prior to graduation. The Principal and assistant principal over language arts/reading will meet with the reading teachers to review data and develop action plans to address various area of need.
Action 4	Plan to Implement Action 4
Ensure teachers are implementing exemplar lessons with fidelity Ensure Reading teachers are teaming with appropriate level english teacher to cover the same literature and that they both supporting the students reading needs.	Principal and APC will monitor when exemplar lessons are being implemented in the classroom. Language Arts department chair along with APC have informed and trained LA and Reading teachers on teaming together and utilizing the same literature and texts to support student growth in reading comprehension.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section B **Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
74		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Area 2: English Language Arts (Writing)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
80		

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

Area 2: English Language Arts (Writing)

What is your school's writing goal? Provide a description of the goal below.

Increase the number of students scoring a 3.5 (or passing score on the FSELA) or higher on the writing portion of the FSELA.

Provide possible data sources to measure your writing goal.

Teacher data and benchmark data

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Set and communicate a purpose for learning and learning goals in each lesson	Instruction is aligned with a course standard or benchmark and to the district/school pacing guide. Begin with a discussion of desired outcomes and learning goals. Includes a learning goal/essential question. Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question. Focuses and/or refocuses class discussion by referring back to the learning goal/essential question. Includes a scale or rubric that relates to the learning goal is posted so that all students can see it Teacher reference to the scale or rubric throughout the lesson
Action 2	Plan to Implement Action 2
Implement High Yield Instructional Strategies	Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes. Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur
Action 3	Plan to Implement Action 3
Incorporate more writing into classroom	LA department chair and teachers develop a plan to include more writing into the classroom.
Action 4	Plan to Implement Action 4
Utilize exemplar lessons that were presented at Core Connections training.	Continue utilizing exemplar lessons to educate the students on the writing process for the FSELA test. Utilize model papers to educate the students on what a passing paper sounds like and looks like. Provide parents information on how the writing portion has been adjusted and added into the FSELA test. Share sample papers with the parents to educate them on what a quality paper looks like and sounds like.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section C Area 3: Mathematics

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
80		85

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20		25

LEARNING GAINS Area 3: Mathematics

Students Making Learning Gains (EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
78		83

ANNUAL MEASURABLE OBJECTIVES (AMOs)**Area 3: Mathematics**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

Area 3: Mathematics	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	80		
Black/African American	71		
Hispanic	85		
Asian	95		
American Indian			
English Language Learners (ELLs)	77		
Students with Disabilities (SWDs)	30		
Economically Disadvantaged	75		

POSTSECONDARY READINESS

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100		100

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
44		60

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
8.2		15

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23.6		35

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
17.3		23

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

Increase the number of students scoring 3 or higher on the Algebra I and Geometry I EOC by 15%. Increase the number of students scoring college ready in the 11th and 12th grade by 15%.

Provide possible data sources to measure your mathematics goal.

Algebra and Geometry EOC data, progress monitoring assessments, Carnegie Cognitive Tutor, PERT, ACT, and SAT.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Ensure appropriate curriculum and resources are being utilized in the classrooms. Ensure appropriate placement of students in Algebra I EOC Credit Recovery Utilize 2015 Summer Bridge Program for struggling math students	Ensure all Algebra teachers attended the Carnegie training over the summer or pre-school APC will ensure appropriate placement of students into Algebra Credit Recovery program. Administration will utilize the 2015 Summer Bridge Math program for students who are entering PHUHS with low math scores or for students who did not pass the Algebra I EOC during the 2014-2015 school year.
Action 2	Plan to Implement Action 2
Ensure that periodic assessments are occurring and the utilization of Carnegie Cognitive Tutor in the classroom to gauge student progress and reinforce concepts they are struggling with	Principal and APC monitor progress monitoring to ensure it is occurring at the specified times. Administration and department chair will monitor the use of Carnegie Cognitive Tutor to reinforce skill deficits.
Action 3	Plan to Implement Action 3
Ensure appropriate Carnegie professional development for Algebra teachers. Implement Data Chats with Principal and Teachers	Ensure Algebra teachers are continuing to attend Carnegie professional development. Utilize Carnegie trainers who visit the school to answer any just in time questions of the teachers. The Principal & assistant principal over math will meet with the Algebra and Geometry teachers in separate groups to conduct data chats. Action plans will be developed to address student growth areas.
Action 4	Plan to Implement Action 4
Block scheduling for struggling math students	Carnegie will implemented in all Algebra, Algebra 1A, 1B classes. Algebra 1A & 1B will be block scheduled to ensure students have appropriate time to work and use Carnegie Cognitive Tutor. The block scheduling will also provide the students two math credits upon completion of the courses. Block classes have also been implemented in Informal Geometry and Geometry for students who scored low or did not pass the Algebra EOC.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D Area 4: Science
FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
66.7		75

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33.3		40

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23.6	81	30

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
17.3	48	25

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

Area 4: Science

What is your school's science goal? Provide a description of the goal below.

Increase the number of students scoring 3 or higher on the Biology EOC by 10%.

Provide possible data sources to measure your science goal.

Progressive monitoring tests provided by the District.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Ensure all Biology teachers are following the pacing guide and providing appropriate labs to support the curriculum	Administrators will conduct walk throughs and review lesson plans Administrators will review teacher scales in the class with the students to determine student level of understanding as it pertains to lab program.
Action 2	Plan to Implement Action 2
Ensure all Biology teachers have appropriate curriculum and supplemental materials.	Administration will work with the Department chair to ensure all teachers have appropriate material .
Action 3	Plan to Implement Action 3
Ensure all Biology teachers are utilizing progress monitoring tools	Administration along with the department chair will ensure the biology teachers are utilizing the progress monitoring data to build their lessons to meet the students academic needs.
Action 4	Plan to Implement Action 4
Biology PLC Implement Data Chats with Principal and Teachers	All Biology teachers will meet twice monthly in their PLC and department meetings to discuss pacing and curriculum. The Principal and assistant principal over science will meet with the Biology teachers to discuss progress monitoring data and develop action plans to address areas of academic improvement.

PART II

EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section E

Area 5: Science, Technology, and Mathematics (STEM)

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Enrolling in One or More Accelerated STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
11.3	11.6	15

Completion Rate for Students Enrolled in Accelerated
STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking One or More Advanced Placement Exams
for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take Advanced Placement
Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE-STEM Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
66.7		70

Passing Rate for Students Who Take CTE-STEM Industry
Certification Exams

2014-15 Status (%)	2015-16 Target (%)
44.6	50

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

Area 5: Science, Technology, and Mathematics (STEM)

What is your school's STEM goal? Provide a description of the goal below.

Increase the number of STEM related courses offered to students. Increase the number of STEM related experiences that students are exposed to during the school year.

Provide possible data sources to measure your STEM goal.

Master schedule

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How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Identify STEM related courses that the students are interested in taking.	Survey students on their interest in possible STEM related courses.
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section F	Area 6: Career and Technical Education (CTE)

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL	Area 6: Career and Technical Education (CTE)
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What is your school's CTE goal? Provide a description of the goal below.

Increase the number of students taking, passing, and earning CTE certifications.

Provide possible data sources to measure your CTE goal.

Enrollment and test data

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Ensure PHUHS offers appropriate coursework for students to obtain Industry certification	Review current course selections and determine what industry certifications can be earned from current course offerings. Increase offerings as needed.
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section G **Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24.8	82	35

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50.2	56	60

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL **Area 7: Social Studies**

What is your school's social studies goal? Provide a description of the goal below.

Increase the number of students scoring 3 or higher in the US History EOC by 10%.

Provide possible data sources to measure your social studies goal.

Progress monitoring data and EOC data

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Ensure all US History teachers know, understand, and follow the pacing guide	Administrators will conduct walk throughs and review lesson plans
Action 2	Plan to Implement Action 2
Ensure all US History teachers have appropriate curriculum and resources needed to successfully teach the course.	Conversations with teacher and department head to determine area of need.
Action 3	Plan to Implement Action 3
Ensure all US History teachers are utilizing DBQ's to support lessons and provide exposure to a variety of primary source documents at varying complexities throughout the school year.	Social studies teachers will continue to integrate LAFS for Literacy into the social studies content. Teachers receive professional development on the usage and implementation of primary source documents. Walkthroughs by administration looking for evidence of primary source usage in the classroom and reviewing lesson plans.
Action 4	Plan to Implement Action 4
Teachers will align their own unit assessments with EOC question difficulty	Content areas will create common assessments for use within the department. Teachers receive professional development on assessment writing in the content area.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section H **Area 8: Early Warning Systems**

ATTENDANCE

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	2.3	4.4	2
Grade 10	3.2	4.6	2
Grade 11	5.8	4.9	2

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 12	3.8	3.3	2

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	9.2	12.8	8
Grade 10	13.3	13.4	9
Grade 11	18.2	14.8	10
Grade 12	20.9	26.1	15

SUSPENSIONS

Area 8: Early Warning Systems

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	24.8	28.3	25
Grade 10	32.5	24.9	20
Grade 11	26.5	26.8	21
Grade 12	28.9	21.6	15

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	9.8	13	7
Grade 10	13.6	8.5	5
Grade 11	11.1	12.9	7
Grade 12	10.3	11.1	8

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	1.6	1.9	1

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 10	2.6	2.8	2
Grade 11	1.9	2.0	1.5
Grade 12	.5	1.5	1

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	3.3	5	3
Grade 10	5.9	4.3	3
Grade 11	5.1	4.7	3
Grade 12	5	5	3

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	.3	.5	0
Grade 10	.8	1.1	0
Grade 11	1.2	.2	0
Grade 12	.2	.2	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	0	0
Grade 10	.5	0	0
Grade 11	.2	0	0
Grade 12	0	.2	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

RETENTIONS

Area 8: Early Warning Systems

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	8	.6	0
Grade 10	6.5	.7	0
Grade 11	4.8	.7	0
Grade 12	4.4	.3	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9		.8	0
Grade 10		7.9	5
Grade 11		8.3	5
Grade 12		12.5	6

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

MULTIPLE EARLY WARNING INDICATORS

Area 8: Early Warning Systems

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	13.1	18.2	12
Grade 10	19	13.8	6
Grade 11	16.7	20.1	10
Grade 12	18.2	22.1	11

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Students that are identified with early warning signs are assigned a check and connect mentor. The students are also provided after school and evening tutoring if the early warning signs are academic related. If the early warning signs are discipline related the student works with their assistant principal, social worker, and school psychologist to identify coping strategies to overcome discipline issues. If an African American student is identified as displaying two or more early warning indicators their mentor (administrator) will be notified to ensure that the mentor and student have discussions around the early warning indications. In addition they will develop an action plan to address in areas of concern by the student or mentor.

DROPOUT PREVENTION

Area 8: Early Warning Systems

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at <http://schoolgrades.fldoe.org/>.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART II

EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section I

Area 9: Black Student Achievement

Describe and identify goals, targets, and actions for Black student achievement.

Add Target
Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
African American students have been assigned a mentor (assistant principal) to routinely check in on the student and discuss their current progress in their classes. The mentors also determine through conversations with the student if the school can support or assist them in other areas.			

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Ensure African American students are appropriately placed in reading intervention courses. Provide progress monitoring data to the mentor to have discussions with student. 52% of the African America students at PHUHS that took the FCAT scored satisfactory.	.016		0
71% of African America students who took a math EOC scored satisfactory. PHUHS will ensure students are placed in the appropriate math course and ensure their is support at school. Teachers will meet in Algebra and Geometry PLC's to discuss math strategies and build confidence in the Carnegie program.	52		80
Increase the number of African American students enrolling and completing Honors, AP, or Dual enrollment courses. Increase the number of African American students in the AVID program that will support their growth and readiness for Honors, AP, or Dual Enrollment course work.	71		80
Increase the number of African American students earning Industry Certification. Ensure that African American students and parents are made aware of coursework that leads to industry certification and Gold Seal scholarships.			
Eliminate barriers for African American student success. Via the mentor conversations Administrators will identify any barriers that are perceived or real that are preventing the student from being successful in school. If the administrator can address the barriers and eliminate them on their own they will if not the administrator will bring this information to the SBLT team to develop an action plan to address the barriers.			

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

2014-2015 - 907 volunteers with 15,988 volunteer hours

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

PHUHS works very hard to ensure a positive experience for parents and students. We keep the parents and students updated by: newsletter mailed home 4 times a year, website, portal, school messenger, marquee, mailings home and email

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

PHUHS has excellent relationships with the local community and organizations. The Principal serves on the Chamber of Commerce and Rotary. Colleen Linning, the Family and Community Involvement liaison, has built numerous community relationships that support the school and student achievement.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**Section K** Area 11: Additional Targets

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target
Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART III PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD
Delete PD

Professional Development Identified	Carnege Training for all Algebra I, II, and Geometry teachers
Related Goal(s)	Math EOC goals
Topic, Focus, and Content	curriculum
Facilitator or Leader	Rebecca Bissonette
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All Algebra I, II, and geometry teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Summer 2015 and throughout the school year
Strategies for Follow-Up and Monitoring	Routine follow up with District Supervisor, and PHUHS Administration
Person Responsible for Monitoring	PHUHS Administration
Professional Development Identified	9th & 10th Grade Language Arts Curriculum Training
Related Goal(s)	FASELA increase scores
Topic, Focus, and Content	9th and 10th grade LA teachers
Facilitator or Leader	LA Supervisor
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All 9th and 10th grade LA teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	DWT and throughout the school year
Strategies for Follow-Up and Monitoring	Routine follow up with District Supervisor ad PHUHS Administration
Person Responsible for Monitoring	PHUHS Administration

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

All faculty and staff have received Bullying and Teen Dating Violence Training.

MEETING STUDENT NEEDS - 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 PHUHS administration reviews students data and identifies students who would benefit from ELP or evening tutoring. The parents and students are notified of the opportunities to support their child's academic progress. Follow up conversations follow if the student does not attend.
 Supplemental curriculum is purchased to support student learning in the classroom. Technology is infused into the classroom and used to support higher learning.
 Resources are also appropriated to support enrichment activities to allow the students to achieve at the highest levels.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	ELP and Evening Tutoring
Related Goal(s)	Decrease student retention
Actions/Plans	Offer ELP after school and evening tutoring from 6-8 pm.
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Grad Point and Teachers
Description of Resources	
Funding Source	ELP monies
Amount Needed	
Budget Item Description	Storm Chasers
Related Goal(s)	PBS/RTI
Actions/Plans	implement Storm Chasers a PBS with the students and teachers

Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	evidence based and data driven
Description of Resources	Canes Cash - used in the cafeteria, gift cards donated from the local community.
Funding Source	Schools internal funds
Amount Needed	\$1,000.00

PART VI **MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

