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# **School Improvement Plan 2016-17**

## **Palm Harbor Middle School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





## School Profile

<b>Principal:</b> Victoria Hawkins	<b>SAC Chair:</b> Michelle Lampert
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<b>School Vision</b>	The Vision of Palm Harbor Middle is 100% Student Success.
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<b>School Mission</b>	Our Mission is to educate and prepare each student for college, career and life.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1338	2.8%	2.3%	12.6%	2.9%	79.1%	.3%

<b>School Grade</b>	<b>2016:</b> B	<b>2015:</b> A	<b>2014:</b> B	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	63	62	66	62	62	60	75	70	73			
Learning Gains All	55	-8	55	-2								
Learning Gains L25%	46		40									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Victoria	Hawkins	FT	4-10 years
Asst Principal	Donald	Comeau	FT	11-20 years
Asst Principal	Michelle	Lampert	FT	4-10 years
Asst Principal	Julius	Wynn	FT	4-10 years
Asst Principal				
Instr. Coach (literacy)	Cynthia	Johnson	PT	1-3 years
Instr. Coach (math)				
Behavior Specialist	Tara	Bossert	FT	1-3 years
VE Specialist	Shona	Kistner	FT	20+ years
Total Instructional Staff:		Total Support Staff:		



# School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

## School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

At the beginning of the school year, teachers conduct “ice-breakers” to make students feel more at ease within the classrooms. The annual Panther Camp is open to all incoming sixth graders to make the transition into middle school smoother. They are introduced to the administrative team, including the school counselors and showing that they have support and a place to feel safe. It is stressed to students and parents that there is a Code of Conduct in place district wide and students may report any issues that may arise to a trusted adult. We empower the students to report bullying/harassment issues with the on-line reporting system or to report it to a trusted administrator or teacher. Various activities have been set up to engage students including activities before and after school such as the robotics club, board game club, ARF club, beautification club, art and Spanish clubs, etc. Mentors and other volunteers come in during school and offer tutoring and other support to students. Palm Harbor Middle School has a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in the Bradley MOU. The school-wide behavior plan is designed to meet the needs of most students across all subgroups. Instructional staff will review data including the school-wide data, individual classroom data, by grade level, ethnicity, disabilities, and other subgroup levels. Each teacher/staff member is expected to follow the school-wide discipline plan as follows: giving verbal warnings, phone calls to parent/guardians, detentions, referral to the guidance counselor and finally referral to an administrator. The plan is posted in each classroom to allow student understanding of the plan. Morning announcements are conducted at the beginning of the school day to minimize distractions during instructional time.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Palm Harbor Middle School has a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in the Bradley MOU. The school-wide behavior plan is designed to meet the needs of most students across all subgroups. Instructional staff will review data including the school-wide data, individual classroom data, by grade level, ethnicity, disabilities, and other subgroup levels. Each teacher/staff member is expected to follow the school-wide discipline plan as follows: giving verbal warnings, phone calls to parent/guardians, detentions, referral to the guidance counselor and finally referral to an administrator. The plan is posted in each classroom to allow student understanding of the plan. Morning announcements are conducted at the beginning of the school day to minimize distractions during instructional time. Morning announcements are incorporate character lessons and are discussed on a weekly basis during the first five minutes of first period. In addition, positive referrals and positive phone calls are highly encouraged by all staff when positive behaviors have been observed, especially with those who can be most challenging. Administrators will conduct regular walk-throughs of classrooms to ensure correct implementation of school-wide expectations are being followed consistently. In addition, the discipline committee will analyze data monthly and recognize buses that have no referrals each semester to encourage positive behaviors. Data is shared with all staff monthly.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

At a minimum, once monthly the SBLT (School Based Leadership Team) meets and looks at either academic or behavior data, including but not limited to: behavior referrals, attendance data, class academic average, SRI data, and FSA scores. This data helps the team to determine what is and isn't being effective and this in turn guides how effective the core instruction is where resources should be allocated as well as small group and individual needs. This data is shared with parents at monthly School Advisory Council meetings as well as with the staff at monthly staff meetings and monthly goal manager's meetings.

Palm Harbor Middle School also has a literacy team that meets monthly. Its function is to create and deploy a School Literacy Improvement plan, which will create a school wide environment rich in effective literacy processes, make decisions on how to use its resources to support literacy and develop effective staff development to improve cross curriculum literacy. Minutes and agendas are created and posted on the school events calendar. The team is made up of members of all the curriculum sub groups presently on campus.

**Data-Based Problem Solving**

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Each grade level has a guidance counselor who works closely with the administration and teachers to keep them abreast of various issues that arise with students. When needed, the school's social worker and psychologist are also consulted. Periodically, or as needed /requested, outside services or referrals are suggested by the counselor or the school based leadership team. This is a combination of the inflow and outflow process of the SBLT.

We plan, do, study, act according to each individual case.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

When a student is initially referred to the MTSS team for academic or behavioral concerns, staff member(s) are asked to provide initial information or baseline data on what interventions have been tried within the class to help the student (Tier1 and/or Tier2). For academics, there are multiple data sources utilized to assess our students, including report card grades, Performance Matters, SRI testing, Lexile Levels, Middle Grades Baseline Assessment, Write Score, FSA Writes, FSA Reading, FSA Math and FCAT Science. All of this information is accessible from our data management programs, EDS and PCS FOCUS/SIS. For behavior, staff is asked to collect data on the use of our school wide discipline plan, and behavior referrals. They also may be asked to collect this data using a Behavior Counting Form or Behavior Frequency Form for a period of time, from 2 weeks to 1 month. On this form, staff members are able to keep track of the identified behavior in a consistent and efficient manner. The student's other teachers are also asked to keep track of the same behavior to see if this a potential classroom issue or if the behavior is widespread amongst other classes. An MTSS team meeting is then held with all teachers to analyze initial data, discuss possible interventions, and implement these interventions within the classroom and the school. A time frame is given to try the new interventions, collect new data, and follow-up meeting is scheduled.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

All members of the MTSS Leadership team have participated in Pinellas County trainings on the general functions, goals, and implementation of MTSS at our schools. Trainings continue to be held at the school level for all staff members by the MTSS Team and principal. Small group meetings with teachers and members of the MTSS Team are planned during the school year to discuss concerns in a small setting, where problem solving can be more productive. Palm Harbor Middle School has a Behavior Specialist to assist with

classroom and school-wide interventions. Staff members have been given multiple resources to assist them with possible interventions within the classroom, which are available in each grade level office (Rtl Classroom Interventions and Encyclopedia of Behavior Management books). Staff members are also encouraged to approach any member of the MTSS leadership Team to discuss and problem solve issues within the classroom. When staff is invited to participate in the MTSS Team meetings, further direction is given on how to collect data and implement interventions within the classroom. Parents are contacted by the MTSS Team to discuss the child’s academic or behavioral concerns. Parents are invited to share any helpful information with both teachers and the MTSS Team on possible scenarios that the child may be experiencing within the home or school environment. Results of data collection and possible interventions are shared with the parents and are considered to be a vital part of the MTSS/Rtl process.

**School Culture / SWBP / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?	
<b>Goal: To provide every staff member and student sensitivity training</b>	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Initially, PHMS will receive sensitivity training during the pre-school training in August. Follow-up will be conducted throughout the year during grade level meetings and other smaller professional learning communities. At the inaugural staff training, the administrative team introduced sensitivity training to all staff via the previous 2 Florida teachers of the year. This training included not only cultural sensitivity training, but growth mindset, metacognition and collaboration between staff members, which is to be continued into the classroom. These objectives were chosen due to the second release of qualitative data on the AdvancEd report for our accreditation. This survey was taken in the spring of 2016. Please note, the training will be continued throughout the year. As a result, our staff is reading “Reaching the Wounded Student” by Hendershott. This book targets those students who are beyond the point of being at risk. Staff will target how to teach discipline and motivate these students. Ten hours of discussion will ensue. Furthermore, we are ensuing the Check and Connect Program; however all administrators, counselors, social worker and school psychologist will implement to target these students this year. All students this year have a mentor this year; first period was extended by 9 minutes, so that the teacher could bond, help organize and spend quality time building trusting relationships.	Victoria Hawkins
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
<b>Goal:</b> To continue to provide appropriate courses and support for our black and Hispanic students, so that learning gains continue to rise and achievement gaps continue to decline, while disciplinary challenges decline as well.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ol style="list-style-type: none"> <li>1. Enroll students into the 5000 Role Models/Girlfriend Club</li> <li>2. Secure mentors for black and Hispanic students</li> <li>3. Master scheduler specifically will place students into rigorous course with stretch goals, while keeping parent communication line open</li> <li>4. Monitoring qualitative and quantitative data; qualitative data will be analyzed on the Portal/Focus System, as well as during the</li> </ol>	<ol style="list-style-type: none"> <li>1. Julius Wynn</li> <li>2. Jackie Bersch</li> <li>3. Don Comeau</li> <li>4. SBLT</li> </ol>

<p>CST;meetings; quantitative data will be analyzed through PM, Write Score, Reading Inventory and FSA. Possible barriers include lack of participants to mentor, hence why we are being trained in Check and Connect, as well as incorporating another 9 minutes into first period where students and teachers build trusting relationships.</p>	
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## Standards-Based Instruction for Learning

Connections: District Strategic Plan ●Goals 1,2,4,5  
Marzano Leadership ●Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Palm Harbor Middle School instructors use CPALMS and the provided pacing chart to keep students on track for completing core courses. The school district’s program, FOCUS Learning Network is used to enable teachers to retrieve curriculum maps, lesson plans and activities that correlate with state benchmarks. Moreover, teachers are expected to place their weekly agenda on a COW (curriculum on the wall located in the back of the front office) so that units will scaffold vertically and horizontally between subjects and grade levels. Lesson plans are on the teacher’s desk for administrators to review. Administrators and goal managers conduct regular walk-throughs in the classes to ensure teachers are aligning their instruction with the given Florida Standards. Performance Matters Tests are administered several times a year and the data is reviewed by the administrators and teachers and discussed in regard to student and teacher performance. Also, during the fall, we administer the PSAT and results are discussed in student’s mathematics and ELA courses.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Palm Harbor Middle School instructors use CPALMS and the provided pacing chart to keep students on track for completing core courses. The school district’s program, FOCUS LMS enables teachers to retrieve curriculum maps, lesson plans and activities that correlate with state benchmarks. Moreover, teachers are expected to place their weekly agenda on a COW (curriculum on the wall) so that units will scaffold vertically and horizontally between subjects and grade levels. Lesson plans are uploaded to a server for administrators to review. Administrators and goal managers conduct regular walk-throughs in the classes to ensure teachers are aligning their instruction with the given Florida Standards. Performance Matters Tests are administered several times a year and the data is reviewed by the administrators and teachers and discussed in regard to student and teacher performance.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Through the weekly PLCs and data chats using Performance Matters, PSAT, FOCUS and other systems, teachers work with other teachers and also discuss progress with individual students. Teachers have incorporated Marzano scales to allow students to conduct self-assessments with reasoning towards tracking their own progress. Teachers use this data to guide instruction within their individual classes.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Prior to the new school year beginning, our 6th grade counselor goes to the incoming elementary schools and discusses the middle school experience and how to prepare for it. She also discusses the electives offered and how to get involved in the various activities at the school. Fieldtrips are coordinated with feeder elementary schools for tours of the school so the students can become familiar with their new surroundings. During pre-school days in August, the guidance counselors facilitate the “Panther Camp” to introduce the students to the school’s layout, lockers, and expectations. Fun activities are also incorporated to make the middle school transition easier for the newcomers and to make them feel more comfortable.

In the Spring, there is a sixth grade orientation, as well as a gifted night and ASD introduction to incoming students. It is to introduce students to staff members and take a tour of the facilities. We offer this so that they may be informed prior to making a decision for placing their child with PHMS. Our National Junior Honor Society facilitates the tours and allows incoming students to ask questions about middle school experiences.

Our 8th grade counselor conducts classroom guidance sessions throughout the year to prepare 8th grade students for high school. She coordinates high school counselors to come to the middle school to do a “meet and greet” and to go over high school electives and various tracks students can do, or to help complete applications for the different magnet schools offered to students in the county. She highly encourages students and parents to attend high school information night offered at the middle school, as well as attending visitations of the local schools and their offered programs.

**Standards-Based Instruction / Key Strategies**

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

<b>Instructional Strategy 1</b>	
Extended Learning Program, both before and after school.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Tracking grades each nine weeks of students participating in the ELP program to determine if student’s grades have improved. FSA/FAIR testing scores may be used to determine gains, as well as Performance Matters.	Victoria Hawkins, Michelle Lampert
<b>Instructional Strategy 2</b>	
Embedded STEM curriculum into science and mathematics courses	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Create schedules for weekly tutoring and ELP. Secure highly trained teachers for enrichment activities including rocketry, carpentry and other clubs. Advertise activities through school newsletters and morning announcements, Connect Ed and the school website. Regular usage of the science mobile computer cart for inquiry based problem solving. To expand the number of students in STEM, target students will be placed into accelerated and honors mathematics, science and technology courses. Students will be introduced to STEM literacy that include knowledge and understanding of scientific and mathematical concepts, leading to better decision making. Opportunities for collaboration, communication, and critical thinking skills will be embedded in the after school STEM curricula.	Lori Serpa and Jamie Walker
<b>Instructional Strategy 3</b>	
Marzano Goals and Scales for students to self-assess	

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Students will self-reflect and teachers will receive feedback through student participation, formative assessments, and student learning logs as to how students are performing.	All teachers



## Collaboration for Professional Growth

Connections:

District Strategic Plan ●Goals 1,2,4,5  
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Palm Harbor Middle School celebrates the collaboration between the administrative, instructional and support staff. We will be conducting a mini ECET2 training with the entire staff commencing on August 2, 2016. Personal growth is the key to our success. Every staff member of the school community is encouraged to take training, not only on the district strategic trainings, but to personally identify areas where they need enhancement. Due to our most recent AdvancEd survey, not only will we be studying the Marzano Growth model, we will be taking numerous “sensitivity trainings”. It was apparent through the results that our staff need to be cognizant of different student needs. Additionally, students will also receive sensitivity training. Furthermore, we will invite FLDRS to conduct trainings on accommodations and assisting students with disabilities. Also, teachers meet weekly in different professional learning centers including grade level subject meetings, team meetings and department meetings. It is highly encouraged for teachers to work together in order to plan collaborative lessons and activities. Currently, we have teamed two eighth grade social studies teachers to work with one another and share a classroom where they have common planning and can work collaboratively every day to increase student achievement and understanding. Two full academic teams have been developed in sixth and the seventh grade to allow more collaboration amongst our teachers and plan activities. Every second Tuesday, teachers will participate in forty minutes of hands-on training which will be instituted in the classroom such as proven AVID strategies. During all trainings, teachers build rapport and fine-tune strategies together in essence building cohesive relationships. AVID trained teachers will encourage all staff to see "Now Showing" strategies to use in classrooms. A bulletin board in the front office will identify what strategies are being modeled, along with hand-outs of the suggested strategy.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Teachers and administrators attend PLCs each Tuesday. First Tuesday of the month, team or grade level subject teachers meet. Second Tuesday, grade level teachers and administrators meet. Third Tuesday, departments meet. Fourth Tuesday, the staff meets as a group. For the 2016-17 school year, we are having common planning for most teachers for each grade level subject.

### Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?



At PHMS, we have stressed personal growth when it comes to professional development for our individual teachers. Through specific training on the Marzano model, we have seen great strides made with all of our teachers that include from not being familiar with scales to full implementation of scales used on a daily basis, incorporating learning targets so students understand what is expected of them and being able to identify what they need to do to reach the learning target. Our next steps is to have the administrators continue to do regular walk-throughs and provide feedback to each teacher. We will continue to provide professional development throughout the 2016-2017 school year on how to be more effective.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
ECET 2	Summer & Pre-school	Administrators, teachers	Positive culture
Marzano Key Instructional Elements	Summer & Pre-school	Administrators	Better implementation of Marzano Framework
iReady, Read 180 Upgrade	Summer	Reading Teachers	Understanding of new intensive reading program
Entrepreneur Virtual Badge & Summer Training	Summer	Math, Technology teachers	Grow our CTE program and integrate career academy topics into the school
MS Science, Reading, Math Summer Bridge Training	Summer	ELP Teachers	Helping to develop and implement more hands on activities for struggling students
ASD Summer Institute	Summer	ESE Teachers and Behavior Specialist	Teaching reading and writing to students with autism, language and pragmatics, social thinking
Summer Technology Integration		All Teachers	Increase technology utilization in the classroom
ESE Summer Institute		All teachers	Increase knowledge base of strategies to use with ESE students
Sport Education Made Simple		PE Teacher	Increase knowledge on PE education

ESOL Cross Cultural Communications  Various ESE book studies	All year	All teachers  All teachers	Increase cultural competency  Increase ESE strategies
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## Family and Community Engagement

Connections: **District Strategic Plan** ●Goals 1,3,6,7  
**Marzano Leadership** ●Domain 4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

From the first Back to School Night, we will be holding a PTSA general meeting to review the school’s goals and inviting all stakeholders to various school community events. We also invite parents and students to fill out customer satisfactions surveys in order to obtain feedback on our performance in various areas. Palm Harbor continues to strive for the Five Star School Award. Our goal is to include more than 115 business partnerships. The school provides opportunities for partners to receive orientations and training; tutor and mentor workshops; volunteer orientation; one on one discussion groups; emails throughout the school year; monthly PTSA/SAC meetings; mentor recruitment fair programs. We are encouraged to continue our drug education seminars, Veterans Day ceremony, career education night, as well as the grade level open houses. We provide parents with current school policies by updating the PCS Portal information block on Focus. Additionally, we are improvement our communication by giving all children free agenda books; ESE students will receive special communication folders. Due to the influx of Hispanic students at PHMS, we are going to hold Hispanic information nights where training will be provided for those parents in their home language. To correlate with our Hispanic student’s needs, we are instituting Spanish for Spanish speakers in our master schedule. A developmental ELL language arts and reading block has be established. PHMS and the PTSA have websites where information is shared regarding ELP, tools for student learning, as well as upcoming events. There are numerous links for students, families and staff members to utilize from bullying reports, school data, awards, etcetera.

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

The Palm Harbor Middle School website is updated on a regular basis that informs students, parents and the community of the events occurring at the school. The school's reader board is updated daily of upcoming events. A newsletter is also written and posted on the website. Teachers and staff are invited to submit articles in the local community paper of upcoming events. The administration also uses Parent Connect to communicate various news topics from distribution of report cards to other updated

information. Teachers send home progress reports half-way through each grading period to inform parents of their students' progress. Portal is updated weekly and notifications are sent to parents via email of failing grades. Families are encouraged to share information about their child on how they learn, obstacles they may be facing and as a school, put into place strategies and supports to help the child become successful.

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

**Family Engagement / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Communicate more, interface more often, build interpersonal relationships; develop a family friendly atmosphere, mentor recruitment fair	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Progress reports for students four times per year, communicate through various school events, including orientations, newspaper, marquee, emails, and flyers. We will also develop spirit nights with local businesses and create more community partnerships that includes mentors and tutors for our students.	Jackie Bersch and PTSA
<b>Goal 2:</b> What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Develop more community involvement with mentoring and tutoring, craft show, Panther Fest, drama presentation and other special events.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Utilize volunteers to help communicate and bridge relationships, provide workshops that will draw family interest such as with the craft fair.	Jackie Bersch, Deb Cusumano and Rich Reisinger

**Section 2** – School Goals / Action Steps

## Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT  
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

<ul style="list-style-type: none"> <li>Count</li> <li>Percentage</li> <li>Percentage Increase</li> <li>Percentage Decrease</li> </ul>	<ul style="list-style-type: none"> <li>All Students OR</li> <li>Gender</li> <li>Grade Level</li> <li>Subgroup</li> </ul>	<p>Content Area &amp;</p> <ul style="list-style-type: none"> <li>Collaborate to...</li> <li>Complete a portfolio or performance...</li> <li>Demonstrate a behavior...</li> <li>Demonstrate a proficiency...</li> </ul>	<p>Select date using calendar</p>	<p>Narrative Box</p>
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Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager: Frances Rodriguez
For ELA/Reading: Sixty-eight percent of all students will demonstrate proficiency by April 2017 as measured by the FSA results; <i>and</i> increase the percentage of students who make learning gains from fifty-five percent to fifty eight percent, especially those who are currently in the lowest twenty-five percentile.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<p><b>Teachers engage in close reading of complex text along with text-dependent questions and performance tasks aligned to LAFS.</b></p> <ol style="list-style-type: none"> <li>Literacy coaches are embedded in ELA and reading classes for the purpose of implementing lesson inspired by the LAFS and differentiated for students based on data.</li> <li>Teachers receive professional development around close reading, instructional shifts, standards, assessment and instructional methods.</li> <li>Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading, through Core Connections.</li> <li>Teachers continue to use materials provided by the DBQ project.</li> <li>Teachers of Social Studies continue integration of literacy standards into the existing social studies curriculum, through novel studies.</li> <li>Administrators conduct walkthroughs for evidence of primary source usage in social studies classrooms.</li> <li>Administrator visits classroom(s) and provides feedback to teacher(s) and literacy coach, and administrator and literacy coach collaborate to determine next steps.</li> <li>Principals, in conjunction with the Literacy Leadership Team (LLT), monitor students' close</li> </ol>	<p>Analysis of Write Score data, FSA Writing, as well as formative and summative assessments given by teachers.</p> <p>Usage of DBQs in Social Studies classes</p>



<p>2. Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading.</p> <p>3. Administrators monitor and support the implementation of reading programs– including the use of grade-appropriate complex texts in reading intervention classes, typically during small group instruction.</p> <p>4. Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.</p> <p><b>Teachers provide students with extensive research and writing opportunities (claims and evidence).</b></p> <p>1. Teachers use common short and extended writing rubrics.</p> <p>2. ELA Teachers use Write Score for collecting and assessing writing, reviewing student data, and guiding instruction.</p> <p>3. Science teachers provide students with opportunities to write lab reports during inquiry-based science projects.</p> <p>4. Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via the Document Based Questions (DBQ) Project in grades from 6-8.</p> <p>5. Content area classes can be brought to the media center for lessons on research and writing reports.</p> <p>6. Lessons are given on using the World Book program purchased by the district.</p> <p><b>Appropriately place students that have not achieved a Level 3 or higher and correct improper placement for students who are Level 1 or 2.</b></p> <p>1. Administration and guidance counselors review FSA data to determine appropriate placement.</p> <p>2. Reading teachers review their class lists for proper placements and report to counselors concerns for adjustments to be made.</p>	<p>Implementation of Exemplar Lessons with feedback from rubrics; Write Score</p> <p>Utilization of rubrics for DBQs in social studies classes</p> <p>Proper placement completed by the end of September by the usage of data provided by SRI and FSA assessments.</p>
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<b>Mathematics Goal</b>	<b>Goal Manager:</b> Lisa Lennox
<p>In mathematics, Sixty-eight percent of all students will demonstrate proficiency by April 2017 as measured by the FSA results; <i>and</i> increase the percentage of students who make learning gains from fifty-five percent to fifty eight percent, especially those who are currently in the lowest twenty-five percentile.</p>	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>
<p>Teachers engage in instructional activities that incorporate higher order thinking questions, the Standards for</p>	<p>Performance on the FSA</p>

<p><b>Mathematical Practice and performance tasks aligned to Mathematics Florida Standards (MAFS).</b></p> <ol style="list-style-type: none"> <li>1. Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods.</li> <li>2. Administrators conduct walkthroughs for evidence of mathematics practice standards usage in math classrooms.</li> <li>3. Administrator visits classroom(s) and provides feedback to teacher(s)</li> <li>4. Math team and Administration uses the ISM walk-through tool to identify trends and make plans to increase the amount of students' math achievement.</li> <li>5. Teachers meet in Professional Learning Community (PLC) at least once per month to review student response to tasks and plan instructional lessons incorporating the MAFS and Practice Standards.</li> <li>6. Grade level mathematics teachers will have common planning.</li> <li>7. Principal will attend PLC meetings.</li> <li>8. Administrators monitor and support the implementation of mathematics programs.</li> </ol> <p><b>Mathematics teachers implement instruction to support student success with MAFS.</b></p> <ol style="list-style-type: none"> <li>1. Mathematics teachers follow a common pacing calendar for focusing on the same MAFS.</li> <li>2. Math teachers will implement Formative Assessments (MFAS) aligned to the MAFS and including tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources.</li> <li>3. Encourage math teachers to attend ongoing Curriculum Cadre (Just-in-Time) trainings and analyze results based on student data (common assessments, formative assessments and Cycle assessments).</li> <li>4. Assessments aligned to Florida Standards are used in grades 6-8.</li> </ol> <p><b>Mathematics teachers utilize data to differentiate and scaffold instruction to increase student performance.</b></p> <ol style="list-style-type: none"> <li>1. Increase the number of students enrolled into accelerated courses including sixth grade accelerated mathematics and Algebra I courses, while providing tutoring and enrichment for higher student success.</li> <li>2. Teachers meet in PLCs at least once per month to review student data including responses to tasks and formative assessments which incorporate the Standards for Mathematical Practice and Content Standards.</li> </ol>	<p>Teacher attendance rates at professional development.</p> <p>Feedback from administration to individual teachers via iObservation</p> <p>Teachers and administrator discuss feedback and adjust instruction to ensure student success</p> <p>Teachers working together once a week to plan lessons and assessments</p> <p>Administrators conduct walk-throughs to check for pacing</p> <p>Quarterly Performance Matters data checks</p> <p>Teachers submit professional development transcripts to administration</p> <p>Administrators will attend PLC and review minutes from other PLCs</p> <p>Resources are incorporated into lesson plans that administrators check regularly</p> <p>Monthly reports are shared regarding intensive math programs, but also for</p>
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<ol style="list-style-type: none"> <li>3. Using supplemental resources, teachers regularly include longer, challenging word problems and mathematics performance tasks.</li> <li>4. Administrators monitor and support the implementation of math programs– including the intensive classes, typically during small group instruction.</li> <li>5. Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.</li> <li>6. Encourage teachers to develop common assessments among their grade level subject, to be able to analyze data to adjust instruction for remediation.</li> </ol> <p><b>Appropriately place students that have not achieved a Level 3 or higher and correct improper placement for students who are Level 1 or 2.</b></p> <ol style="list-style-type: none"> <li>1. Administration and guidance counselors review FSA data to determine appropriate placement.</li> <li>2. Mathematics teachers review their class lists for proper placements and report to counselors concerns for adjustments to be made.</li> </ol>	<p>the Algebra and Geometry courses (weekly)</p> <p>Lessons will reflect remediation needed after conducting data chats on common assessment analysis.</p> <p>Proper placement completed and adjusted by October by counselors.</p>

<b>Science Goal</b>	<b>Goal Manager:</b> Laura Berendt	
In science, sixty-five percent of all students will demonstrate proficiency by May 2017, as measured by the FCAT 2.0.		
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>	
<p><b>Teachers engage in close reading of complex text along with text-dependent questions and performance tasks aligned to standards.</b></p> <ol style="list-style-type: none"> <li>1. Science coaches are embedded in science classes for the purpose of implementing standards based science lessons built around the 5E instructional model and differentiated for students based on data.</li> <li>2. Teachers receive professional development around close reading, instructional shifts, standards, assessment, and instructional methods.</li> <li>3. Administrator visits classroom(s) and provides feedback to teacher(s) and literacy coach, and administrator and science coach collaborate to determine next steps.</li> <li>4. Teachers use strategies to help students identify key ideas, comprehend informational text and reflect on information in the science content. Strategies include text marking, creating graphic organization and group summarizing.</li> <li>5. The Instructional Support Model (ISM) walk-through tool will be used for collecting data during Instructional Support Visits (ISV).</li> <li>6. Teachers meet in PLC's at least once per month to review student response to tasks and plan text-dependent questions,</li> </ol>	<p>Quarterly progress reports to reflect the retention of the daily targets; use of formative and summative assessments, including Performance Matters and analyzing data</p> <p>Attendance by teachers and incorporating new knowledge into daily lessons</p> <p>Administrators record feedback through iObservation where teachers/administrators collaborate to improve instruction</p> <p>Formative and summative assessments/progress reports</p> <p>Feedback is shared and corrective measures are put into place for instructional improvement.</p>	



<p>close reading, and skill/strategy based groups to implement during core instruction with students to support their success with complex text.</p> <ol style="list-style-type: none"> <li>7. Principals work with the Literacy Leadership Team to plan agendas for Professional Learning Community (PLC) time to ensure the process is consistent. Principals will attend PLC meetings.</li> <li>8. Using supplemental texts, teachers will regularly include shorter, challenging, and technical passages that elicit close reading and re-reading. Teachers use various science websites to help student become excited to learn about new concepts.</li> <li>9. Administrators monitor and support the implementation of literacy in the science content area – including the use of grade-appropriate complex texts in science classes.</li> </ol> <p><b>Teachers will provide extensive inquiry based instruction which includes research, scientific thinking, and writing opportunities (claims and evidence).</b></p> <ol style="list-style-type: none"> <li>1. Teachers use common short and extended writing and lab rubrics</li> <li>2. Science teachers utilize the parallel teaching approach teaching Nature of Science throughout the year in labs.</li> <li>3. Science teachers provide students with opportunities to write lab reports during inquiry-based science projects.</li> <li>4. Teachers provide students the opportunity to make a claim, test it and defend their results with evidence.</li> <li>5. Using Project Based Learning during the elaborate phase of the 5E instructional model, teachers will help students make real world content connections to make content meaningful.</li> </ol> <p><b>Science teachers will utilize data to differentiate and scaffold instruction to increase student performance.</b></p> <ol style="list-style-type: none"> <li>1. Teachers regularly incorporate checks for understanding (formative assessments) in each phase of 5E instruction and use the data to gauge student mastery of the content.</li> <li>2. Teachers meet in PLC's at least once per month to review student data (including responses to tasks, formative assessment data, gap assessment data, and quarterly district assessment data) and plan text-dependent questions, close reading, and skill/strategy based lessons to implement with students to support their mastery of the science content and remediate areas of weakness.</li> <li>3. Administrators encourage teachers to allow students to struggle and work through science vocabulary and comprehension using appropriate strategies.</li> <li>4. Using supplemental texts, science teachers regularly include shorter, challenging, and technical passages that elicit close reading and re-reading.</li> <li>5. Administrators monitor and support the implementation of literacy in the science content area – including the use of grade-appropriate complex texts in science classes.</li> <li>6. Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.</li> </ol>	<p>Implementation of text dependent questions; review data related to Performance Matters and analyze</p> <p>Lessons include current events; teachers evaluate comprehension through assessments and quick writes and chalk talks</p> <p>Rubrics are embedded in labs and projects.</p> <p>Written lesson plans and assessments; participation in the Floridastudents.org tutorials</p> <p>Administrative walk-throughs and giving feedback to teachers.</p> <p>Formative and summative assessments including Performance Matters and FCAT 2.0; administrative walk-throughs and providing feedback to teachers through iObservation</p> <p>PLC collaboration</p> <p>Administrative walk-throughs; homework given to students; assessments provided by teacher</p> <p>Analyzing data that includes formative and summative assessments including Performance Matters, through break-down graphs and sharing with students</p>
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<p><b>PHMS will maintain an after school STEM academy to increase access to STEM content for all students.</b></p> <ol style="list-style-type: none"> <li>1. The STEM Academy teacher will promote enrollment for the STEM Academy to all students with an increased focus on the under-represented populations: women and minorities.</li> <li>2. Curricula will be driven by problem-solving, discovery and exploratory learning that actively engages students using the engineering design model.</li> <li>3. STEM Academy Teachers will utilize innovative instruction that promotes higher order thinking skills and a greater depth of knowledge.</li> <li>4. Technology will be used with students in creative and innovative ways to promote problem solving and application of knowledge.</li> <li>5. Opportunities for collaboration, communication, and critical thinking skills will be embedded in the after school STEM curricula.</li> </ol> <p><b>STEM teachers will learn and apply rigorous science, technology, engineering and mathematics content.</b></p> <ol style="list-style-type: none"> <li>1. STEM Academy teachers will provide students with opportunities to identify, analyze, and synthesize appropriate science, technology, engineering, and mathematic information (text, visual, audio, etc.).</li> <li>2. STEM teachers will demonstrate to students how to apply appropriate domain-specific vocabulary when communicating science, technology, engineering, and mathematic content.</li> <li>3. Evaluate and integrate multiple sources of information (e.g. quantitative data, video and multimedia) presented in diverse formats.</li> </ol>	<p>Participation and attendance in the STEM program; completion of projects</p> <p>Teachers analyze students involved in STEM and compare data from Performance Matters and formative and summative assessments</p>

**Other School Goals\***

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Civics	<b>Goal Manager:</b> Juan Rivera
In Civics, seventy-eight percent of all students will demonstrate proficiency by May 2017 on the Civics EOC.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
<p><b>Teachers engage students in instructional activities that include higher order thinking skills and questioning to raise achievement levels.</b></p> <ol style="list-style-type: none"> <li>1. Teachers receive professional development around inclusion of higher order questioning techniques as well as DBQ (focus on writing) strategies.</li> </ol>	Analyze data from the formative and summative assessments, Performance



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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Healthy School	<b>Goal Manager:</b> Debbie Porter
Work towards Bronze Level recognition with the Alliance for Healthier Generation.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p><b>For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016.</b></p> <p><b>Target for 2016-17, is to become eligible for national bronze recognition in 5 out of 6 Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</b></p>	<p>By April 1, 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is no eligible for national recognition.</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Career-Technical	<b>Goal Manager:</b> Jen Tauchnitz
To increase the number of students who are enrolled in CTE classes to take and pass the Microsoft certifications, including Microsoft Word, Power Point and Excel by 10%.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p><b>Encourage students to enroll in CTE classes and increase the number of students taking the certification exams.</b></p> <ol style="list-style-type: none"> <li>1. Provide information to students in all grade levels regarding the CTE classes</li> <li>2. Provide ELP time for those in need of extra support to pass certification exams.</li> <li>3. The guidance counselors during the spring will go to their grade level classes and share information regarding classes that are offered, with an emphasis in the ability to earn certification in Microsoft Word, Excel, Power Point, Spark, and IC3GS4 Bundle; offer Gmetrix to simulate actual test taking for improved scores.</li> <li>4. District is to provide Microsoft Office to all students for home use.</li> <li>5. There is a need for a proctor for the certification exams as well as for FBLA written competition, which is not the CTE teacher. Administration will seek a proctor to assist her.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review the number of students enrolled in the CTE courses.</li> <li>2. Ensure a high number of students ready to complete the certification exams</li> <li>3. Student passing rate of certification exams</li> </ol>

<p><b>Develop ELP/enrichment calendar to provide students with needed assistance.</b></p> <ol style="list-style-type: none"> <li>1. Create schedules for weekly enrichment programs, including FBLA and Tech Superstars and provide tutoring and extra support for students taking the certification exams.</li> <li>2. Secure highly trained teachers for enrichment. Advertise activities through school newsletters and morning announcements, Connect Ed and the school website.</li> <li>3. The teachers will engage students in discourse with collaborative grouping.</li> </ol>	<ol style="list-style-type: none"> <li>1. Enrollment and regular participation for attending FBLA and Tech Superstars tutoring</li> </ol>
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**Academic Achievement Gap**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Julius Wynn
<b>African-American students will increase learning gains on the FSA in ELA and mathematics by 3% or more</b>	

<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
<ol style="list-style-type: none"> <li>1. Provide differentiated instruction</li> <li>2. Review and monitor course selections for black student to ensure enrollment in rigorous ELA and mathematics courses</li> <li>3. Provide behavior supports in the form of an effective school wide behavior plan</li> <li>4. Provide a variety of enrichment activities for black students including the 5000 Role Model, as well mentors</li> </ol>	<p>Increase in the number of black students taking the PSAT; increase in the number of students in rigorous courses</p>

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b> Ashley Chancey
<b>ELL students will increase learning gains by 3% or more on the FSA ELA and mathematics tests</b>	

<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>
<ol style="list-style-type: none"> <li>1. Provide differentiated instruction</li> <li>2. Review and monitor course selections for proper placement including an intensive reading/ELA ESOL course to build vocabulary and basic English reading skills</li> <li>3. Provide enrichment activities before and after school including tutoring and clubs.</li> <li>4. Pair ELL students with student and/or adult mentors</li> </ol>	<p>Reviewing and analyzing Access 2.0 scores to check for improvement and understanding of the English language</p>

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b> Shona Kistner
<b>ESE students will increase learning gains by 3% or more on the FSA ELA and mathematics tests</b>	
<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>
<ol style="list-style-type: none"> <li>1. Provide differentiated instruction</li> <li>2. Review and monitor course selections for proper placement including intensive reading and mathematics course.</li> <li>3. Provide enrichment activities before and after school including tutoring and clubs</li> <li>4. Review and revise IEP as needed</li> <li>5. Pair ESE students with adult mentors</li> </ol>	Reviewing and analyzing EOC and FSA scores to check for improvement

<b>Subgroup Goal (If Needed)</b>	<b>Goal Manager:</b>
<b>Enter Goal Name</b>	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>


### Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 6th	Grade 7th	Grade 8th	Grade <i>Select</i>	Grade <i>Select</i>	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	84	99	103			286	21%
Students with attendance below 90 %	49	58	58			165	12%
Students with excessive referrals**	4	6	17			27	2%
Students with excessive course failures**	0	9	4			17	1%
Students exhibiting two or more indicators							

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

### **EWS - Attendance**

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
The percentage of all students will increase their average daily attendance of 94.67% to 97% or more by May 2017 as measured by FOCUS.		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
<ol style="list-style-type: none"> <li>1. Bi-monthly the Child Study Team will identify students who have excessive absences and/or tardies</li> <li>2. Counselors and secretaries follow-up with the students, parents. We request conferences, mail correspondence and work with the school attendance specialist and social worker to make home visits when necessary.</li> <li>3. Some students are referred to teen court and/or truancy court if they do not have proper documentation as to why the absences occur.</li> </ol>		Daily attendance rate will increase and tracked through the discipline committee monthly.

 **EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
The percentage of the number of students with excessive referrals (10+) will decrease by 2% by May 2017 as measured by FOCUS.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
<ol style="list-style-type: none"> <li>1. Identify students with excessive number of referrals</li> <li>2. Students will meet with the counselor; students will be assign mentors, encourage parental involvement, recommend student participation in enrichment activities</li> <li>3. Refer students to the MTSS/RTI team for review</li> <li>4. The behavior specialist will develop a PBIP or FBA when deemed appropriate</li> <li>5. Regular review of data with MTSS and the Discipline Committee</li> <li>6. When needed, the social worker will be contacted for additional support</li> </ol>		<p>Discipline Committee will monitor the discipline referrals to see decrease in numbers</p> <p>MTSS/RTI will continuously monitor students who are active in the RTI process</p>

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
<b>Actions / Activities in Support of Goal</b>		<b>Evidence to Measure Success</b>


**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

A schedule is created for tutoring by individual teachers, as well as the National Junior Honor Society. Mentors are assigned to students who are in need of extra academic support; AVID strategies are incorporated into each classroom; guidance counselors, teachers and/or administrators meet with individuals to track learning goals; quarterly progress reports are sent with students each grading period and parents are encouraged to login into Portal on a weekly basis. Enrichment programs are offered before and after school to increase student participation and interest. The schedule is posted in each classroom, the offices and on the school website. Mentors and other volunteers are utilized to assist students in their studies. The behavior specialists collects and analyzes data for FBAs and PBIPs and meets with teachers, parents and students to problem solve. The Child Study Team meets twice a month to discuss students with chronic attendance issues. The attendance specialist and social worker work parents and students to help find solutions to difficult family situations to improve attendance. FSA, Write Score, Performance Matters, formative and summative assessments, SRI data, and various Portal reports will be used to assist in identifying the students who are in the highest need of academic interventions.

**Early Intervention / Extended Learning Goal**  
 Please ensure that your goal is written as a SMART goal  
 Goal: To increase the number of students participating in the extended learning program by 3% or more as measured by FOCUS attendance by May 2017.

Actions / Activities in Support of Goal	Evidence to Measure Success
<ol style="list-style-type: none"> <li>1. Identify students who need course recovery to make up credits (whether it be full year or at semester’s end)</li> <li>2. Recruit qualified teachers to have tutoring or enrichment programs before or after school</li> <li>3. Assistant Principal will create a schedule of activities and post on the school website and have teachers post them in their classrooms</li> <li>4. Teachers will take attendance during their ELP/enrichment course; assistant principal will monitor ELP grades</li> </ol>	<p>Level of enrollment and participation in the ELP/enrichment programs will be monitored; counselors and assistant principal will review participation data and track progress of ELP participants for completion of course recovery grades</p>





## {Section 3} – Required Items / Resources

### Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	74	% with advanced degrees	
% receiving effective rating or higher		% first-year teachers	
% highly qualified (HQT)*	97	% with 1-5 years of experience	
% certified in-field**	97	% with 6-14 years of experience	
% ESOL endorsed	98	% with 15 or more years of experience	

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

The administrative team attends the district placement fairs, refers the transfer lists, seeks quality interns, create web postings, and attend programs such as Experience. Pinellas/TTT programs all provide a pool of instructional applicants from which we recruit and retain highly qualified personnel. There are several nationally certified teachers who offer their assistance to any new teachers and there are two lead mentors and an assistant principal that meet regularly with the new teachers to give support. We have established a New Orientation Committee where a handbook of processes and strategies specific to Palm Harbor Middle School are discussed and shared. In addition we have a partnership with Saint Petersburg College and University of South Florida in which we take on as many interns as possible. From that pool of interns, if we have a position available, we hire from that group.

### SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Michelle	Lampert	White	Other Instructional Employee
Victoria	Hawkins	White	Principal
Julius	Wynn	Black	Other Instructional Employee
Randy	Nilsson	White	Business/Community
Jen	Metzler	White	Parent
Nicky	McGinnis	White	Parent
Glenn	Hayes	White	Parent
Angela	Katz	White	Parent
Jana	Mir	White	Business/Community
Juan	Rivera	Hispanic	Teacher

**SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No (Describe the measures being taken to meet compliance below.)

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 7/18/2016
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**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Caroline Maisel
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State Days / Intervals that Team meets below.
First Wednesday of each month

**Budget / 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.

\$3000 for professional development \$1000 for classroom enrichment including Scholastic Magazine and literature for classrooms
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Use this space to paste budget, if desired.
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